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ABSTRACT

GRADES OR AGES: Grades 2 and 3. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has two main sections, level two and level three, each subdivided into listening skills, speaking skills, and writing skills. The material in each section is set out in three columns: skills, teaching procedures, and materials. The guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Some general objectives are given in the introductory material. Detailed activities are suggested in the teaching procedures column. INSTRUCTIONAL MATERIALS: Resource materials are listed in each section and include books, pictures, records, films and filmstrips, and a variety of other objects. STUDENT ASSESSMENT: No provision is made for evaluation. (MBM)

Volume B

Level Two
Level Three

ED054124

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Benjamin J. Henley, Acting Superintendent

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HANDBOOK
FOR
THE LANGUAGE ARTS

– An Experience Report –

Louis Kornhauser, Director
Great Cities Project and the Language Arts

SP007321

Norman W. Nickens, Deputy Superintendent
LuVerne C. Walker, Director of Curriculum
Washington, D.C.
1969

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. . . . *Acknowledgments* . . . .

FOREWORD

This Handbook for the Language Arts is the outgrowth of three years of direct classroom experience with culturally disadvantaged children in grades kindergarten through third in fourteen inner-city-type schools. In two volumes (K - Level 1; Level 2 - Level 3), the Handbook for the Language Arts sets forth detailed procedures and materials to foster the teaching and learning of the critical communication skills associated with listening, speaking, and writing.

The design of the original Language Arts Project gave no responsibility to the corps of special teachers for teaching developmental reading skills. It is for this reason that reading skills are not covered in this Handbook. In spite of this, however, it will become readily apparent that the Handbook, provides unlimited opportunities for reading skills instruction and development.

The skills for which lessons have been written are those listed in the following curriculum charts: Direction Finders for Speaking and Listening (Charts I and II), Reading Skills and Mechanics of Writing (Charts I, II, and III.)

The Handbook for the Language Arts suggests the use of a variety of provocative instructional aids, materials, and references. These include a multiplicity of both print and non-print items. It is one of the long-range goals of the Curriculum Department to produce a Language Arts Instructional Kit which will contain all of the materials that are recommended and required in order to effectively teach the lessons that are presented in the Handbook.

This is a period of transition and very rapid change in education. To only produce teaching - learning materials which are useful for teachers and consistent with the particular thinking and

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FOREWORD

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philosophy which is "in" or fashionable at the time, seems an unwise and inefficient practice. We believe the Handbook for the Language Arts represents sound instructional techniques and can be used in a continuous, or non-graded organization.

Language Arts is viewed as the common thread in the school curriculum providing the foundation upon which continuous pupil growth in the manipulation and appropriate application of the communication skills can take place. The building of language competence does not occur in vacuum. The skills are presented through work in the vital subject fields of mathematics, science, history, geography, art, music, and physical education as well as through literature and other facets of the language arts.

To assume that pupils from low-income neighborhoods have no communication skills is a fallacy. It will only mitigate against teacher acceptance of children and will prevent a meaningful meeting of their needs. To encourage student growth in the use of the standard dialect which is recognized by the school, the world of work and society in general, teachers are urged to accept responsibility for the following:

1. Providing a stimulating climate for learning which will foster the development of desirable and appropriate language skills.

2. Accepting, understanding, and respecting all children and the language which they bring to school.

3. Refining, enhancing, and enriching the language skills which pupils bring from home using them as a base for building efficiency and skill in reading and writing and in the use of the standard dialect.

INTRODUCTION

One of the very critical needs in education today, both at the national and the local level, is that of disseminating to classroom teachers, information, materials, lessons and techniques which have been tried in innovative projects and programs and found to be productive though not necessarily panaceas. In this connection, it is the major purpose of this curriculum Handbook to share with primary teachers citywide, insights and expertise which have been acquired by the corps of special teachers in the Language Arts Program for Culturally Disadvantaged Children. Funded in January 1961, under a grant from the Ford Foundation, it was one of nine exciting experimental projects in the United States entitled Great Cities Programs for School Improvement.

The program's main thrust is to intensify language learnings and experiences in grades kindergarten through third, for boys and girls handicapped by limited ability to communicate in the standard dialect. Its primary purpose is to develop oral and written language facility and the comprehension skills, areas in which children from low-income neighborhoods reveal a severe deficit, one which tends to impede academic progress and a satisfactory school adjustment, both immediate and long-range.

Motivation for learning is judged to be essential for children from all socio-economic levels of society. To this end, lessons have been fashioned involving the use of new and stimulating instructional materials, new
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structional materials, new machines such as Language Masters, listening stations, teletrainers and overhead projectors, the use of varied and interesting tactile and kinesthetic approaches and the employment of other dramatic techniques which foster optimum pupil involvement and participation. Though the experiences of the corps of language arts teachers from which this Handbook has been developed has been with children identified as the culturally disadvantaged, there is common agreement that most of the lessons which have been developed can be used with all children at the primary level.

This publication, unique because it is the product of an innovative program, is structured by teachers in the classroom, for teachers in the classroom. It is based upon continuous staff dialogue and interaction growing out of classroom experiences, critical evaluation and at least two preliminary drafts, in addition to staff leadership in system-wide workshops and consulation with selected school faculties.

The single most important goal of education must be that of developing positive and acceptable pupil behavior. The effectiveness of this Handbook, then, will be determined and evaluated on the basis of your ability as a teacher, to use the material presented in this guide to bring about desired behavioral changes.

NOTE TO THE TEACHER

It has been one of the major aims of the Language Arts Program, to publish a Handbook of stimulating sample language lessons for the primary level, which teachers could utilize as an integral part of their instructional program. This new publication is not designed as a curriculum in language arts, a fact which will become obvious to the reader who will see no references to the skills of reading, handwriting or spelling.

The lessons are in the areas of listening, speaking and writing; they are developed around the specific skills which are listed in the Direction Finders. There should be no thought in the minds of those who use the Handbook that the lessons which are included suggest the only ways to teach the skills. The lessons, rather, are suggestive of ways skills might be taught. Being a creative teacher, you will certainly teach them as they are written, but you will also find ways to expand, extend, adjust, adapt and modify them to more adequately meet the needs of your particular pupils.

The Language Arts Office would be delighted to receive your modifications and adaptations of the lessons in a written form which parallels that found in the Handbook. It would examine your contributions carefully and attempt to publish an annual supplement for citywide distribution giving full recognition and acknowledgment to each person whose lessons are used.

The content material in the Handbook is organized and

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Column one -
Column two -
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k is organized and arranged under three major headings for simplicity and ease of use:

Column one - Skills
Column two - Procedures
Column three- Materials

The table of contents differs somewhat from the general concept of a table of contents. Listed under the three broad areas of listening, speaking and writing are the specific lessons which may be taught to develop particular skills. Teachers are encouraged to use the Handbook in conjunction with the Direction Finders Charts which have been provided. You will note that some lessons are listed in several places in the contents. This suggests that lessons may be used more than once depending on the teachers' (and pupils') purpose.

A critical need today is to find ways to individualize instruction. Many of the lessons in the Handbook can be used or modified to accomplish this purpose. The particular lessons in each section which may be used in this manner are starred with an asterisk. Most of the lessons presented require that the teacher be actively involved in the teaching – learning process. Some of these lessons may be taped by the teacher or recorded on Language Master cards for use by individual children or by a small group as independent activities. Similarly, many of the teacher-made materials may be produced in a reduced size (i.e. pocket charts and cards) for use in the individualizing process.

As teachers, you must recognize the problem we faced of suggesting that certain lessons in the Handbook belonged under only one of the three major categories of listening, speaking and writing. In reality, there is much overlapping. Many listening lessons, for example, could be listed also under speaking and vice-versa. By the same token, certain lessons under writing, such as ones which deal with ads and commercials, might have been presented under speaking. Here again, a skillful teacher will seek ways of making optimum effective use of the lessons in light of his purposes.

It is our belief that children have much to talk about and much to write about. It is the teacher's responsibility to find ways of motivating and supporting children's efforts at communicating their thoughts. In this connection, we believe children will learn how to write and how to express themselves if they are provided daily opportunities to do so. We are committed to the principal of separating the actual creative writing period from the lesson which focuses on teaching the mechanics of writing. What children write, they should have an opportunity to read, either to another child, a small group, the whole class, or another class in the building.

The motivation for learning the mechanics of punctuation, capitalization and correct spelling should grow out of a need for, and an

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interest in sharing what has been written. This may be done through a classroom or building newspaper, an exhibit or display or in a classroom book of the creative expressions of the pupils.

Classrooms at any level should be places where pupils are given inspiration and encouragement to think, opportunities to express their thoughts and recognition and support for their efforts. An educator would be unwise to suggest that the ability to give back details and facts is unimportant. We suggest, however, that it is an even more dangerous practice to fall into the trap of the right-wrong answer syndrome. This implies a need on the part of the teacher to phrase provocative and open-ended questions along with fact questions, in order to elicit answers in which children can tell what they think.

It was not possible to include in the Handbook, guidelines for writing rebus charts, language experience charts and reading experience charts. Guidelines for these have been reproduced and are in a kit which will be provided.

The key person in the instructional process is the classroom teacher. The success or failure of any program is dependent upon his skill, his attitude, his interest and support. To this end, it is the hope of all of these persons who have worked on this Handbook that you will find it a useful and worthwhile publication.

ENOTE SPECIFIC OPPORTUNITIES FOR INDIVIDUALIZING INSTRUCTION.

CHARTS

EXPERIENCE CHARTS

It is desirable that initial reading activities be successful and enjoyable. Experience Charts have been found valuable for this purpose. The earliest real reading experiences children have are generally from Reading and Language Charts. They provide a link between the child's concrete experiences and the abstract symbols of the printed page.

EXPERIENCE LANGUAGE CHART

Snappy

Snappy is our pet.
He has a hard shell.
The shell is his house.
We take care of Snappy

I. Readiness

- A. Stimulate children to talk freely about trips, pictures, the house they are building, the garden they are making, pets in their room, etcetera.
- B. Have a discussion time to develop ideas and clarify concepts in relation to experiences.
- C. Establish a purpose for recording the experiences.

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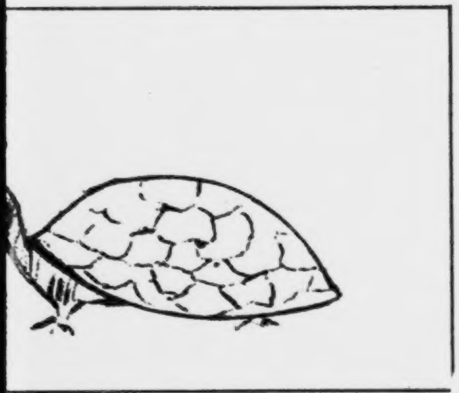

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e garden they are making,

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II. Recording the Language Chart

A. Guide the responses of the children by skillful questioning.

B. Use children's language on the chart guiding it so that it conforms to acceptable usage.

C. Record children's sentences on the blackboard or on chart paper.

D. Call to the attention of children the fact that a sentence begins with a capital letter and ends with a period. (Colored chalk may be used to indicate this.)

E. Keep the sentences short, preferably one line in length. (Where longer sentences are used, they should be broken into thought units.)

F. Evaluate first drafts with children for composition and readability: Do the sentences belong in this story? Can the chart be improved by the use of descriptive words, action words, or surprise endings?

G. Use any word that is within the oral vocabulary of the children as part of the recorded chart.

III. Reading the Language Chart

A. Read the chart to the children, indicating the left to right progression.

B. Make no attempt to establish a sight vocabulary.

C. Ask questions. The sentences answer the questions. (The children read as teacher indicates the left to right progression.)

D. Do not expect children to read these charts independently. (A child who remembers may help.)

E. Do not use these charts for drill purposes.

IV. Recording Chart on Tagboard or Chart Paper for a More Permanent Record

A. Transfer from blackboard to chart paper or tagboard arranging sentences in sequential order.

B. Use children's illustrations, photographs, colorful pic-

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tures, or teachers' illustrations to help clarify concepts.

V. Using Experience Language Charts

A. Reread each chart developed each day.

B. Focus attention on certain sentences - (example: Who can show us the sentence that says, "He has a hard shell."?) or on certain words - (example: Who can show us the word "turtle"?)

C. Use language charts for recall or review.

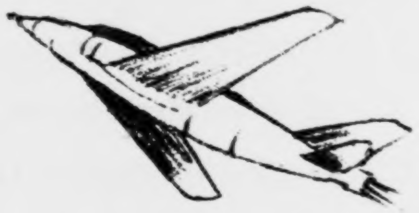
D. Use language charts for any reasons for which the chart was made.

E. Use language charts as a basis for seatwork.

READING CHART

The Airplane

See the red airplane.
The airplane can go up.
The airplane can go down.
See the airplane go fast.



I. Specific Objectives For Developing Reading Charts:

   A. To introduce reading vocabulary

   B. To fasten vocabulary

   C. To promote fluency

   D. To teach punctuation

II. Suggested Procedure:

   A. Readiness

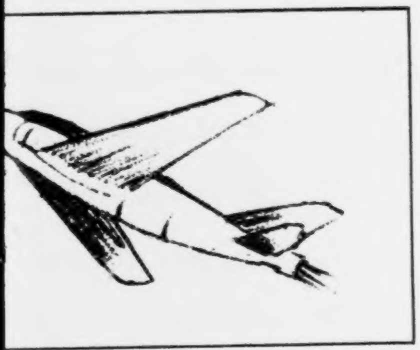
      1. Have children talk freely about an experience, object or picture.

      2. Develop a reason for writing about it.

   B. Dictating and Writing the "Story"

      1. Discuss with children what they want to say first.

READING CHART



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they want to say first.

2. Permit several children to give sentences.
3. Control vocabulary by:
   a. Careful questioning
   b. Helping children choose the best sentence
4. Be guided, to a large extent, by a knowledge of the vocabulary that the children will need which is found in reading books.
5. Provide for repetition of words, in order to help establish a sight vocabulary.
6. Have several children repeat chosen sentences, and teacher write exactly as dictated by children.
7. Edit and rewrite the story where necessary.
8. Make two charts of the same story.

C. Reading the Story

1. Have the entire story read by children with the teacher.
2. Ask questions and have children read
   a. Sentences that answer the questions.
   b. Phrases that answer the questions.
   c. Words that answer the questions.

D. Follow-Up

1. Ask questions to develop word attack skills.
   Ex: Find a word that begins like 'red.'

   Find a word that rhymes with 'a toy.'

2. Use story printed on tagboard for children to cut into sentences and phrases.

   a. Have children match cut sentences with sentences on chart.

   b. Have children place the cut sentences on a wall rack one at a time.

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sentences on a wall

c. Rebuild the story in the rack, first by sentences, then by phrases.

d. Develop phrase-recognition by framing, matching, or by just reading from the cards.

III. Duplication of Basic Reading Material

A. Duplicate the story and give each child a copy.

B. Have children put story into a book form.

C. Permit children to illustrate the story.

D. Add each new story so the booklet becomes, "The Reading Book" for the group.

OTHER CONSIDERATIONS FOR CHARTS

I. Suggestions for chart types which are suitable for inclusion in such a series for all grades from Kindergarten through sixth, might be:

   A. What we want to know
   B. What we want to see (on a trip)
   C. What we want to find out
   D. What we need to work with
   E. Where we want to go
   F. How to study
   G. Work plans
   H. Directions for following work plans
   I. Progress reports
   J. Picture words (dictionary)
   K. Words I need - Word Meaning
   L. Important happenings
   M. The Weather Birds I Know, or Seasonal Changes
   N. Colors and Numbers
   O. Foods
   P. Safety Rules
   Q. News - Diary
   R. Standards for Behavior

II. Chart constructi

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   F. Be complet
   G. Be accurate
   H. Be repetitio
   I. Have a title
   J. Have one a
   of chart. (
   K. Show only c

III. Ways of using t

   A. Place or ha
   B. Staple or bi
   C. Hang along
   reference.

OTHER CONSIDERATIONS FOR CHARTS

table for inclusion
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II. Chart construction should:

- A. Be neat.
- B. Be balanced - one line sentences in the beginning and paragraph form, as pupils progress.
- C. Be illustrated. (Children's pictures from magazines or made by children) Place illustrations at the bottom or top of the story. Dictionary chart-pictures should be placed at the right.
- D. Be based on the children's needs and interests.
- E. Be child-like.
- F. Be complete in sentence structure.
- G. Be accurate and clear in ideas.
- H. Be repetitious in vocabulary.
- I. Have a title.
- J. Have one and one-half inch margin on the left-hand side of chart. (The right-hand margin should be even.)
- K. Show only complete words.

nal Changes

III. Ways of using the charts

- A. Place or hang on a chart rack.
- B. Staple or bind together and use as a book.
- C. Hang along the side of the room for continuous use and reference.

D. Staple on brown kraft paper.

E. Index charts.

IV. Value of experience charts

A. They are an outgrowth of school activities; they are composed by the children and contain their meaningful oral vocabulary.

B. They make the reading process easier because they connect what the child knows with the printed symbol.

C. They contribute to a growth in interest in reading.

D. They make reading functional from the beginning.

E. They help the child to gain a meaningful vocabulary.

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ful vocabulary.

F. Children learn left to right progression by the teacher sliding her hand smoothly under the sentence as she reads.

G. They help the child have a sight vocabulary that is large and rich enough to insure success when he starts to read in books.

H. They help a child recall a meaningful experience.

I. They are a preview to the pre-primers: Charts give something not found in reading books.

J. They are a joy to make and the children take pride in saying, "We did it."

K. They help children understand that reading is "just talk written down."

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LISTENING

Develop Skill in Listening Selec

SKILLS	TEACHING PROCEDURES
Building Standards	Combine several individual or group assignments in them into a class TV presentation consisting of ne a story. Ask which parts were designed to inform and which pro Ask questions about the facts presented in the new determine how carefully pupils listened and how wel Guide pupils in realizing that more careful attention is ne be remembered are being presented. Ask pupils to consider and tell about times at home o careful attention is required. Ask pupils to recall again the different types of programs Build understanding that balanced listening calls for bot and informative programs. Guide pupils in considering the amount of time which they ing to television. Encourage the children to share programs which they thin and worthwhile listening. Select programs from pupils' favorite listening sugge suggested TV listening for the class. Help pupils realize the need for cooperating with others grams to view. Guide the class in recalling other media, including hu whom they receive auditory messages.
Following Directions	Use oral language games. Play "Can You Do What I Say?"

TEACHING PROCEDURES	MATERIALS
l individual or group assignments in such a way as to incorporate class TV presentation consisting of news, an announcement, music, were designed to inform and which provided enjoyment. ıbout the facts presented in the news and in the announcement to w carefully pupils listened and how well they recall. ealizing that more careful attention is needed when facts which should red are being presented. onsider and tell about times at home or during the school day when tion is required. call again the different types of programs presented on the "telecast." ling that balanced listening calls for both programs of entertainment ive programs. onsidering the amount of time which they can profitably spend listen- sion. hildren to share programs which they think provide the most enjoyable ile listening. s from pupils' favorite listening suggestions to include on a list of listening for the class. ize the need for cooperating with others at home in determining pro- w. in recalling other media, including humans, through which or from ceive auditory messages. ames. o What I Say?"	Class-made television screen Chart paper and felt pen

SKILLS	TEACHING PROCEDURES
	* Start with one-step directions, such as: Put the book on the table, Mary. Turn to the back of the room, John. Place the box beside the book, Linda. Proceed systematically through one-step, two-step, and thre more complicated instructions, as: Go to the desk. Open the long top drawer. Take the red pencil from the tray, and put it on the black
Following Directions	Use direct experiences. Orient pupils for duty assignments by taking them on a "tour find out where things belong. Ask pupils to listen to recall locations of materials. Distribute picture cards of supplies to all children after the tou Instruct pupils to follow these directions: Hold up your picture. Use a sentence to tell what the picture shows. Tell where the material belongs. Put the picture in that place. Give directions when collecting pictures. Ask one child to tell where the paint belongs. Direct all pupils who had pictures of paint to go to that plac pictures. Follow the same procedure with each category.
Enriching and Expanding Vocabulary	Use pictures. Review the importance of Fire Prevention Week.

CHING PROCEDURES

, such as:
le, Mary.
room, John.
e book, Linda.
ugh one-step, two-step, and three-step directions into
ions, as:

er.
m the tray, andput it on the blackboard ledge.

nments by taking them on a "tour" of the classroom to
ng.
locations of materials.
upplies to all children after the tour.
e directions:

what the picture shows.
al belongs.
place.
ing pictures.
he paint belongs.
ictures of paint to go to that place and bring back their

vith each category.

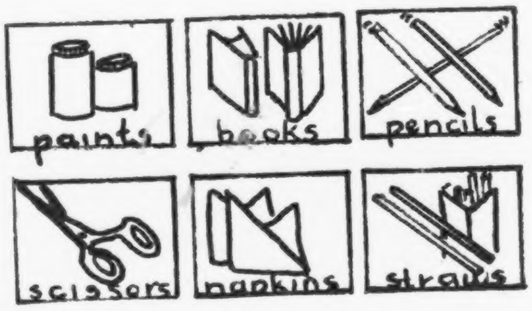
Prevention Week.

MATERIALS

Simple objects, such as:

ruler	blackboard eraser
pencil	red pencil
book	box
small toys	

Picture cards for each child



SKILLS	TEACHING PROCEDURES
	Exhibit pictures and guide pupils in a discussion of facilities act immediately. Suggest words such as: pole, slide, bell, gong, siren, and less desirable words to express themselves. Have pupils discuss ways in which firemen assist. Guide pupils in the use of the words ambulance, gas mask, Emphasize the importance of immediate action when a fire Have pupils review ways in which facilities and equipment ena quickly. Encourage pupils to use suggested words wherever possible.
Listening for Specific Information	Provide guidelines to foster attentive listening during trips. Example: Plan a trip to the firehouse. Guide pupils in formulating questions for which they ca the trip. Include questions, such as: How does the fireman dress? What equipment does the fireman use? What work does the fireman do in the firehouse What does the fireman do when he gets to the fi What training must a fireman have? Divide the class into teams. Let each team listen to find the answer to one question. Suggest that pupils ask questions if they do not clearly unde the fireman tells them. Allow pupils to illustrate their findings after the trip.
Reporting	Have members from each team use their illustrations to he which they have found. Help children evaluate how well each question was answered.

TEACHING PROCEDURES	MATERIALS
and guide pupils in a discussion of facilities which enable firemen to ely. uch as: pole, slide, bell, gong, siren, and radio if pupils are using e words to express themselves. uss ways in which firemen assist. he use of the words ambulance, gas mask, safety net, ax, stretcher. mportance of immediate action when a fire occurs. ew ways in which facilities and equipment enable the firemen to move s to use suggested words wherever possible. to foster attentive listening during trips. p to the firehouse. ils in formulating questions for which they can obtain answers during p. uestions, such as: w does the fireman dress? at equipment does the fireman use? at work does the fireman do in the firehouse? at does the fireman do when he gets to the fire? at training must a fireman have? into teams. isten to find the answer to one question. pils ask questions if they do not clearly understand something which tells them. illustrate their findings after the trip. from each team use their illustrations to help them report answers ave found. valuate how well each question was answered.	Pictures: fire department, protective clothing fire fighting equipment communications system See: Picture Kit - Our Community Helpers Fire Department

SKILLS	TEACHING PROCEDURES
Listening to Answer Specific Questions	Use role-playing situations. Have children think of questions to ask their classmates durin interview program. Guide pupils in formulating questions, such as: What is your name? What do you enjoy doing most with your friends? What do you enjoy doing by yourself? How did you spend your summer (Easter, Christmas) vac Use duplicate numbers. Give each child a number. Place the corresponding number in a box. Allow a pupil to draw numbers to determine which children w television. Have each child selected sit behind a class-made television scr Use a puppet figure to interview each guest. Use questions, but not necessarily in order, which children hel Let the class evaluate the extent to which answers clearly in listened.
	Use poetry. "My Dog" by Marchette Chute. Ask pupils with dogs to tell ways in which they have fun with the Have pupils listen to the poem, "My Dog" to find out why the chi his dog. Read the poem. Ask each child to pretend he is the person in the poem. Have each pupil draw a picture of himself and the dog. Instruct pupils to make their pictures convey one of the ideas i Use drawings to evaluate accuracy in listening.

TEACHING PROCEDURES	MATERIALS
ns.	Class-made television screen
f questions to ask their classmates during a pretend television	Duplicate numbers
.	
lating questions, such as:	Box
me?	
joy doing most with your friends?	Puppet figure
joy doing by yourself?	
end your summer (Easter, Christmas) vacation?	
s.	
ber.	
ing number in a box.	
w numbers to determine which children will be interviewed on	
ted sit behind a class-made television screen.	
interview each guest.	
t necessarily in order, which children helped formulate.	
te the extent to which answers clearly indicated that children	
v Marchette Chute.	Arbuthnot, May Hill, compiler. *Time for Poetry*. Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 46.
to tell ways in which they have fun with their pets.	
the poem, "My Dog" to find out why the child in the poem loves	
tend he is the person in the poem.	
a picture of himself and the dog.	
ke their pictures convey one of the ideas in the poem.	
uate accuracy in listening.	

SKILLS	TEACHING PROCEDURES
Following Directions	Take a walk in the neighborhood. Give pupils directions which will help them build a neighborhoo Say: "Let's walk two blocks north and one block east. Where are we now?" Proceed in like manner giving other directions. Guide pupils in pointing out important places in the neighborhoo Say: "Name the stores on Second Street. Look for buildings that should be included on our map. Tell where the fire hydrant is on our block. Notice where the police box is. Copy the number of the box." Help pupils use information gathered during the trip to make Play map games. * Let pupils "drive" a toy automobile along the streets on a map of hood. Give oral directions. Say: "Start at the intersection of Fourth and P Streets, N. W. Drive two blocks north. Drive three blocks west. Tell where you are." Use tapes. * Tape a series of directions for pupils to follow. Use directions which involve -- Classification - Bring something which you could buy at t Mary. Comparison - Touch the biggest desk in the room, Sue. Description - Get something long and hard, Michael.

TEACHING PROCEDURES	MATERIALS
borhood.	
s which will help them build a neighborhood map. blocks north and one block east. ow?" er giving other directions. ing out important places in the neighborhood. es on Second Street. ngs that should be included on our map. fire hydrant is on our block. e police box is. r of the box." rmation gathered during the trip to make a neighborhood map.	Notepaper and pencils for pupils
oy automobile along the streets on a map of the school neighbor- tersection of Fourth and P Streets, N. W. s north. cks west. are."	Neighborhood map Toy car
ctions for pupils to follow. involve -- - Bring something which you could buy at the corner drugstore, Touch the biggest desk in the room, Sue. Get something long and hard, Michael.	Tape recorder with taped directions involving individuals in the class

SKILLS	TEACHING PROCEDURES
	Direction - Place your chair in front of the bulletin board o room, James. Play the tape. Let pupils respond to directions. Ask children to evaluate how quickly they responded.
	Use map activities. • Review map directions. Review names of streets and avenues and buildings included o Have pupils tell how many blocks their homes are from school from a particular store. Ask pupils to tell in which direction they would travel from homes; from the post office to their homes; from the play
Recalling Information to Answer Specific Questions	Use felt-backed cut-outs. Review concepts on goods and services previously establishe p.148) Direct attention to the cut-outs as an aid to finding answers to Ask: "What did we discover that every family must earn in c clothing, food, and other needs? (m How do families earn money? (by working) What does their work produce? (services and goods) Encourage pupils to elaborate with two ideas, such as: "My father paints houses. He produces a service." Build concepts to help children understand that toys, furniture, a but that the care and upkeep of goods constitute service."

TEACHING PROCEDURES

your chair in front of the bulletin board on the south side of the

irections.
e how quickly they responded.

.
ts and avenues and buildings included on the map.
any blocks their homes are from school; from the fire station;
tore.
which direction they would travel from the drugstore to their
ost office to their homes; from the playground to their homes.

oods and services previously established. (Refer to Level 1,

cut-outs as an aid to finding answers to these questions.
iscover that every family must earn in order to have housing,
and other needs?
(money)
earn money? (by working)
work produce? (services and goods)
laborate with two ideas, such as:
s houses.
ervice."

children understand that toys, furniture, and clothing are goods,
nd upkeep of goods constitute service."

MATERIALS

For review:
- flannel board
- felt-backed cut-outs
  - money
  - workers
    - baker
    - saleslady
    - dressmaker
    - maid
    - farmer
    - taxi driver
    - upholstery man
- a loaf of bread
- a broom
- an ear of corn

For developmental work:
- repair shop with a repairman
  - toys
  - furniture
  - shoes

SKILLS	TEACHING PROCEDURES
	Say: "What sometimes happens to your toys that makes won't work well anymore? Think of your bicycle wheels and train motors. How could you try to get your train to run again? What does a repair shop man produce for you? Why might the repairman be able to fix things that D Clarify pupils' understandings through repetition of the sugg items needing care or repair. These kinds of learnings promote attitudes concern
Perceiving Relationships	Let pupils summarize by making a large illustration of o spend their earnings. Classify and display these on a board with one or two appro Our family spends its money for servi Our family spends its money for goods Allow pupils to decide where their pictures should be placed for their choice.
Reviewing and Continuing Concepts about Services	Use pictures. Display pictures and suggest a need for a service.
Reporting	Ask pupils to decide whose service is needed, and/or whe the service.

TEACHING PROCEDURES

sometimes happens to your toys that makes you very sad because they
n't work well anymore?
of your bicycle wheels and train motors.
ould you try to get your train to run again?
loes a repair shop man produce for you?
night the repairman be able to fix things that Daddy couldn't fix?
ls' understandings through repetition of the suggested procedure with other
eding care or repair.

e kinds of learnings promote attitudes concerning thrift and conservation.

summarize by making a large illustration of one thing for which families
eir earnings.
d display these on a board with one or two appropriate sentences, such as:

Our family spends its money for services.

Our family spends its money for goods.

s to decide where their pictures should be placed and to explain the reasons
r choice.

tures and suggest a need for a service.
to decide whose service is needed, and/or where they should go to obtain
ice.

MATERIALS

Pictures:
- shoes
- television
- piece of furniture
- coat
- car
- wash bowl

SKILLS	TEACHING PROCEDURES
	Ask pupils to place pictures of places where the servic persons giving the service in the pocket chart as they Allow time for children to share personal experiences wh place. Guide individuals in reporting what they did or saw first, ne Help pupils with proper identifying vocabulary. Select places and services frequently used by families in ord cepts and vocabulary. Example - (Coat that doesn't fit) Related vocabulary coat department store racks aisles saleslady sales ticket manager alterations seamstress exchanging
Developing Vocabulary Related to Roles of Adult Workers	Use objects. Place objects suggestive of occupations on a table. Provide time for pupils to investigate. Say "As you look at the things on the table, pretend they are who work with such objects." Help with names of objects wherever there is hesitancy or in Encourage discussion of each object and the occupation sugg

TEACHING PROCEDURES

pictures of places where the service could be secured or of
e service in the pocket chart as they provide the information.
ren to share personal experiences which they have had in each

eporting what they did or saw first, next, and so on.
er identifying vocabulary.
vices frequently used by families in order to build detailed con-
ry.

at that doesn't fit)
elated vocabulary

coat
department store
racks
aisles
saleslady
sales ticket
manager
alterations
seamstress
exchanging

tive of occupations on a table.
ils to investigate.
the things on the table, pretend they are real. Think of persons
such objects."
bjects wherever there is hesitancy or inaccuracy.
n of each object and the occupation suggested by it.

MATERIALS

frame house
clothing or linens

shoe shop
TV repair shop
upholstery shop, maid, carpenter, saleslady or tailor, seamstress
gasoline station, car wash
plumber
painter
laundromat, cleaners

Objects suggestive of occupations could include:
- microscope
- telescope
- brick
- piece of wood
- stethoscope
- toy plane

SKILLS

TEACHING PROCEDURES

- * Be sure pupils associate objects with specific occupational names, astronomer; bricklayer; carpenter; doctor, physician; pilot; mu dressmaker, seamstress, tailor; photographer; engineer; secre

Show a book with good stories and a book of poems.

Help pupils make proper associations for the words: author, writer artist.

Use pictures.

Concentrate on one occupation at a time.

Use pictures to build in general information and related vocabular

Examples: musician, band, orchestra, instruments, conduct concert, performance, composer

physician, doctor, patient, office, examination, medicine, stethoscope

Motivate pupils to assume roles and to describe briefly, but effecti of one occupation.

Encourage pantomime or demonstration where possible.

EACHING PROCEDURES

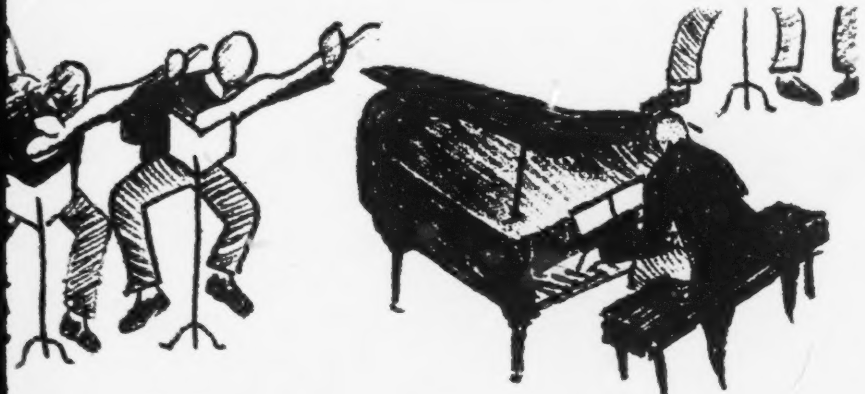
objects with specific occupational names, such as: scientist, er; carpenter; doctor, physician; pilot; musician; saleslady, ress, tailor; photographer; engineer; secretary.
ories and a book of poems.
associations for the words: author, writer, poet, illustrator,

pation at a time.
general information and related vocabulary.
ian, band, orchestra, instruments, conductor, baton, recital, rt, performance, composer

cian, doctor, patient, office, examination, examine, hospital, ine, stethoscope

ne roles and to describe briefly, but effectively, some aspect

demonstration where possible.

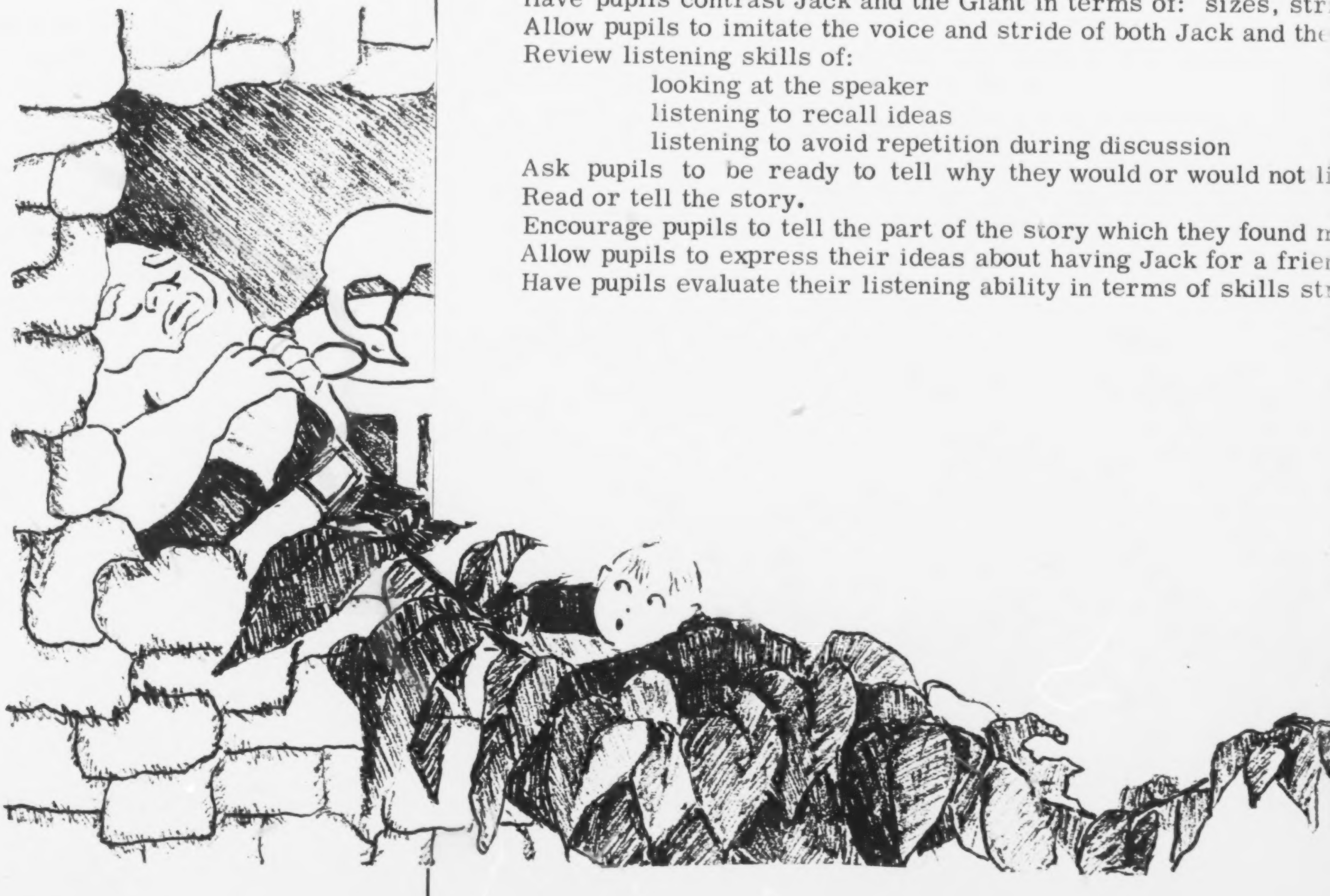


MATERIALS

toy musical instrument
doll's dress
doll's coat
camera
train
toy typewriter
book of modern stories
book of poems

Pictures, as:
- orchestra in performance
- violinist giving concert
- doctor examining a patient in an office

SKILLS	TEACHING PROCEDURES
Enjoying a Story	Use stories familiar to the children. Place cut-outs of Jack and the Giant on the flannelboard. Have pupils identify the story "Jack and the Beanstalk". Have pupils contrast Jack and the Giant in terms of: sizes, str Allow pupils to imitate the voice and stride of both Jack and th Review listening skills of: looking at the speaker listening to recall ideas listening to avoid repetition during discussion Ask pupils to be ready to tell why they would or would not li Read or tell the story. Encourage pupils to tell the part of the story which they found m Allow pupils to express their ideas about having Jack for a frie Have pupils evaluate their listening ability in terms of skills st



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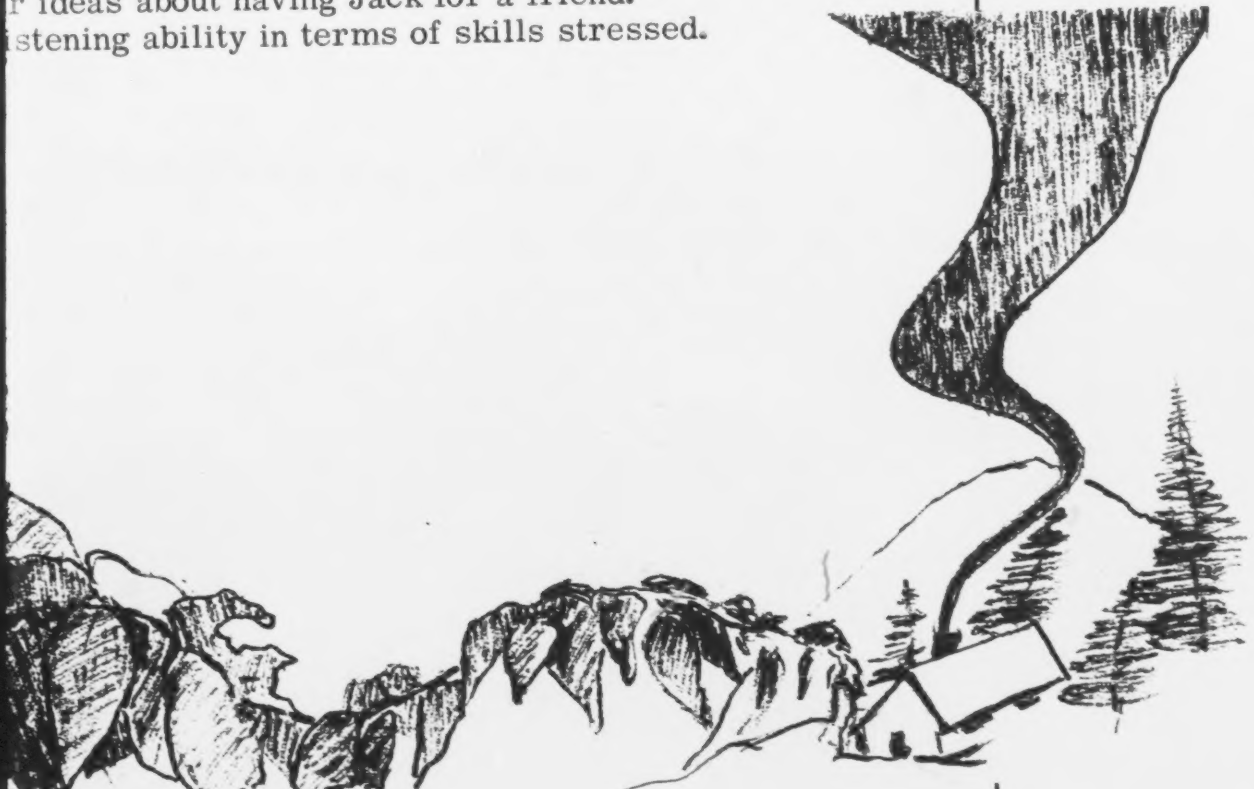
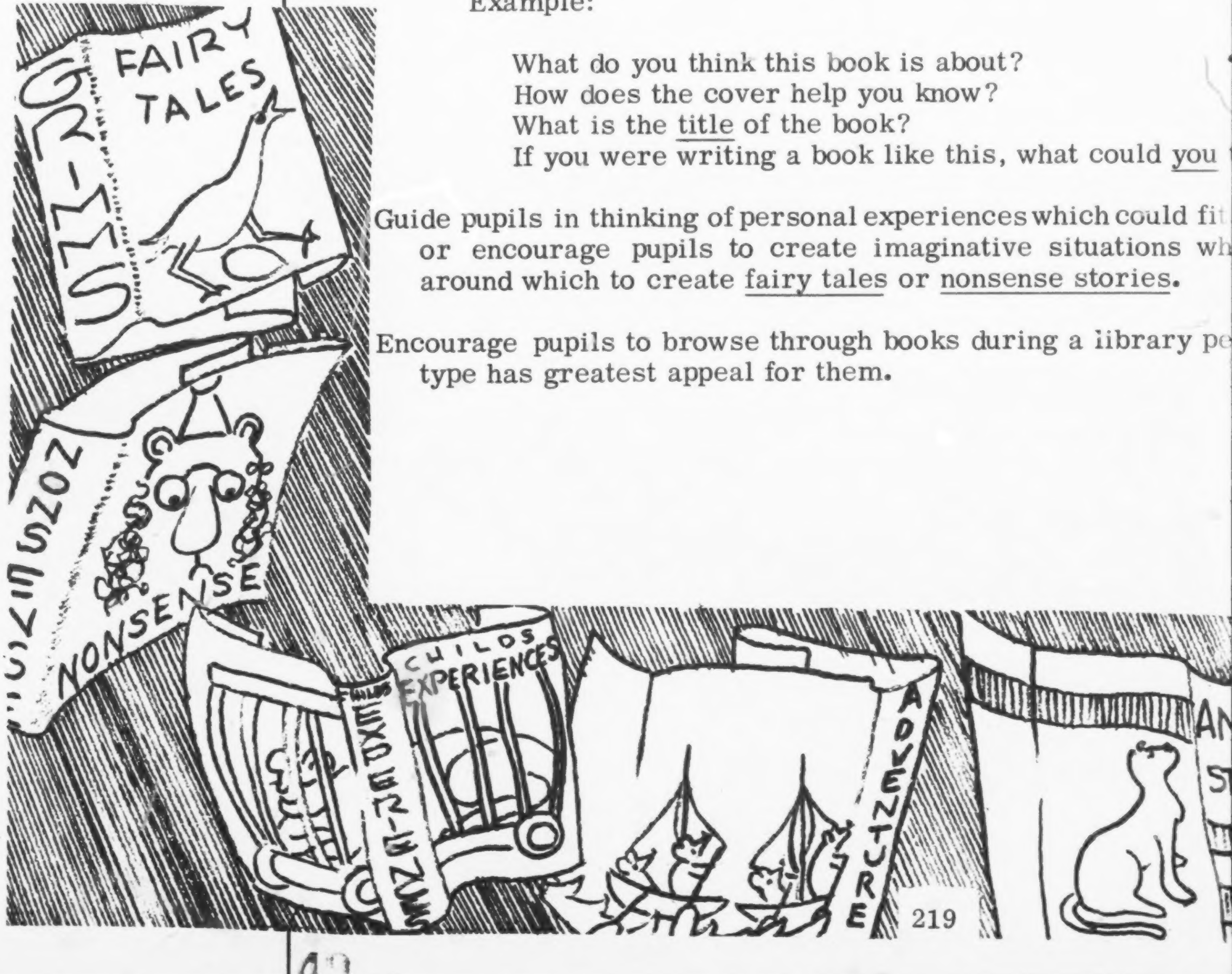
ACHING PROCEDURES	MATERIALS
dren.	Haviland, Virginia. Favorite Fairy Tales Told in England. Little, Brown and Co., Boston: 1959. p. 3.
he Giant on the flannelboard. y "Jack and the Beanstalk". d the Giant in terms of: sizes, strides, voices. oice and stride of both Jack and the Giant.	
ker ideas repetition during discussion tell why they would or would not like Jack for a friend.	Flannel board Cut-outs backed with felt: Jack the giant
part of the story which they found most exciting. r ideas about having Jack for a friend. istening ability in terms of skills stressed.	



SKILLS	TEACHING PROCEDURES
Forming Generalizations	Use book jackets. Display book jackets which reveal animal stories, adventur periences, fairy tales, biography and nonsense stories. Call attention to one cover at a time. Ask questions as each cover is presented to help pupils classi which they can select. Example: What do you think this book is about? How does the cover help you know? What is the title of the book? If you were writing a book like this, what could you Guide pupils in thinking of personal experiences which could fi or encourage pupils to create imaginative situations wh around which to create fairy tales or nonsense stories. Encourage pupils to browse through books during a library pe type has greatest appeal for them.



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CHING PROCEDURES

eveal animal stories, adventure stories, everyday ex-
graphy and nonsense stories.
a time,
s presented to help pupils classify kinds of books from

is book is about?
help you know?
he book?
a book like this, what could you tell about?

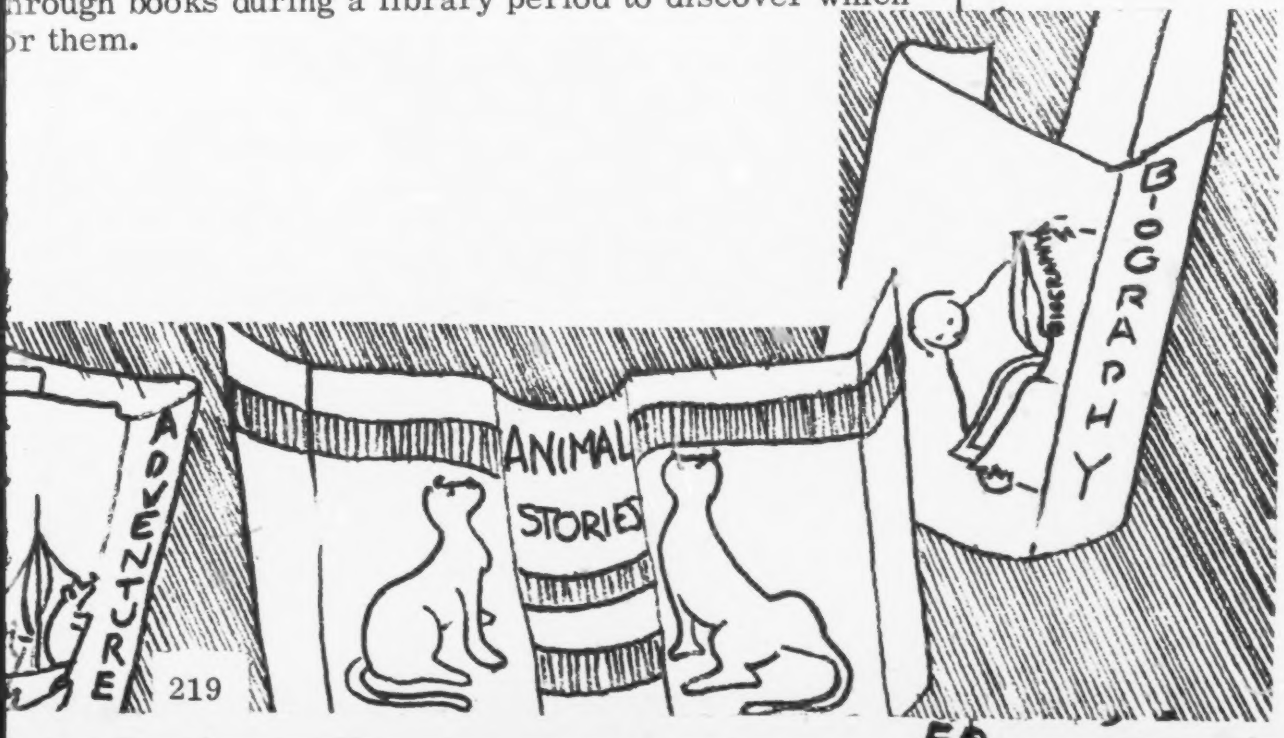
sonal experiences which could fit into categories listed,
reate imaginative situations which they could suggest
ry tales or nonsense stories.

hrough books during a library period to discover which
or them.

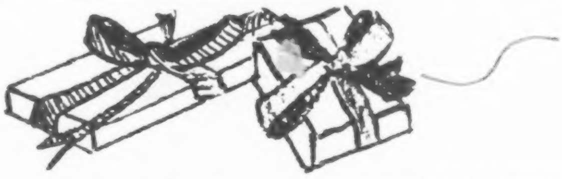
MATERIALS

Book jackets with pictures to identify types of stories:

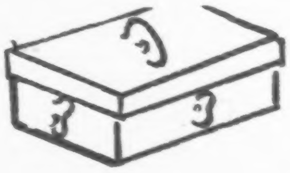
- animal
- adventure
- everyday experiences
- fairy tales
- biography
- nonsense



SKILLS	TEACHING PROCEDURES
	Use direct experiences.
Vocabulary Building (Series of four lessons to prepare pupils for making imagery boxes)	Display packages wrapped like birthday presents. Allow pupils to discuss when they might see such packages. Encourage several children to tell about packages they have rece Ask: "If these were your surprises, what could you do if you wante inside?" Guide pupils to suggest shaking, feeling, sniffing. Help pupils understand that in addition to seeing they can use the touch, or smell to make discoveries. Permit pupils to utilize one of the last three senses in aiding th contents of the packages. Encourage pupils to give responses, such as: I think this box has a game inside because I hear pieces r Maybe this is a game because many games come in boxes I think this surprise is a book because it feels hard on the Perhaps this is a book because I can feel the cover. I think this is a book because the back feels hard, but th pages in a book. Tell pupils what is in each package. Suggest that later in the day pupils can share. Pass several apples among the children. Allow them to examine the apples with eyes closed. Ask pupils to tell how they would know they were apples even i them. Help pupils present ideas such as: It smells spicy like an apple. When I touch it the smooth skin feels like an apple.

ACHING PROCEDURES	MATERIALS
ike birthday presents. n they might see such packages. to tell about packages they have received. rprises, what could you do if you wanted to guess what was king, feeling, sniffing. in addition to seeing they can use their sense of hearing, discoveries. e of the last three senses in aiding them to anticipate the . sponses, such as: game inside because I hear pieces rattling. because many games come in boxes like this. is a book because it feels hard on the outside. ok because I can feel the cover. ok because the back feels hard, but the sides feel like the ackage.	 A game and a book wrapped like presents
pupils can share. he children. pples with eyes closed. would know they were apples even if they could not see ch as: n apple. nooth skin feels like an apple.	About four apples to handle About four apples to be eaten

SKILLS	TEACHING PROCEDURES
	Cut several apples and give each child a portion to eat. Ask: "How can you tell you are eating an apple?" Encourage responses such as: It tastes juicy like an apple. It feels hard and makes a crunching sound when I bite it. Have pupils tell all the parts of their body in addition to eyes whi an apple. Have pupils tell what each of these parts helps us do.
	Use films. Example: Discovering through the five senses Ask pupils to tell how they learn new things. Suggest that pupils watch the film Ways to Find Out to discove more about things around him. Show the film Ways to Find Out. Have pupils recall how Beano used his five senses to help him k Ask pupils to tell how Beano knew a kitten, the rug; a lemon, an Ask pupils how Beano could tell that Mother was cooking. Guide pupils in reviewing the ways to find out as suggested by th
	Use imagery boxes. Example: Building vocabulary through the five senses. Place a box with a picture of an ear on the cover before the chil

TEACHING PROCEDURES	MATERIALS
pples and give each child a portion to eat.	Knife
n you tell you are eating an apple?"	
sponses such as:	
juicy like an apple.	
hard and makes a crunching sound when I bite it.	
ll all the parts of their body in addition to eyes which helped them know	
ll what each of these parts helps us do.	
	Film:
	979 Ways to Find Out
scovering through the five senses	
tell how they learn new things.	
pupils watch the film Ways to Find Out to discover how Beano learned	
t things around him.	
Ways to Find Out.	
ecall how Beano used his five senses to help him know the rain.	
tell how Beano knew a kitten, the rug; a lemon, an orange.	
w Beano could tell that Mother was cooking.	
n reviewing the ways to find out as suggested by the film.	
	Box with pictures of ears Desk bell inside of box
es.	
ilding vocabulary through the five senses.	
vith a picture of an ear on the cover before the children.	

SKILLS	TEACHING PROCEDURES
	Allow pupils to guess the purpose of the box. Ring the bell that is inside. Allow pupils to tell what is in the box. Let children tell what part of their body helped them find out. Sound the bell again. Ask children to tell words that describe the sound the bell makes. Help children with descriptive words such as: ringing, clinking, Encourage pupils to tell whether the sound is high or low. Show the bell to the children. Let several children ring it and use one of the new words to d Ask pupils to suggest other bells which they have heard. Help pupils find additional words which describe other bells chiming, clanging, pealing. * Ask volunteer group to search for other things in their homes with i which might be added to the listening box. Ask each child to be able to give words to describe his sound. Plan to keep a word list of sounds with the child's name by the which he shared. Introduce other imagery boxes. Encourage other groups to be responsible for bringing materials t for suggesting descriptive words.
Conversing	Use sensory boxes. Invite a group of children to "come to visit." Place a box with things to touch, hear, smell, or taste on a table. Allow pupils to tell how the objects feel, sound, smell or taste.

TEACHING PROCEDURES

he purpose of the box.
side.
at is in the box.
part of their body helped them find out.

rds that describe the sound the bell makes.
scriptive words such as: ringing, clinking, tinkling, musical.
ll whether the sound is high or low.
ildren.
ring it and use one of the new words to describe its sound.
other bells which they have heard.
itional words which describe other bells such as: jingling,
pealing.
o search for other things in their homes with interesting sounds
ded to the listening box.
ble to give words to describe his sound.
list of sounds with the child's name by the descriptive words

ry boxes.
ps to be responsible for bringing materials to fill each box and
criptive words.

dren to "come to visit."
gs to touch, hear, smell, or taste on a table.
ow the objects feel, sound, smell or taste.

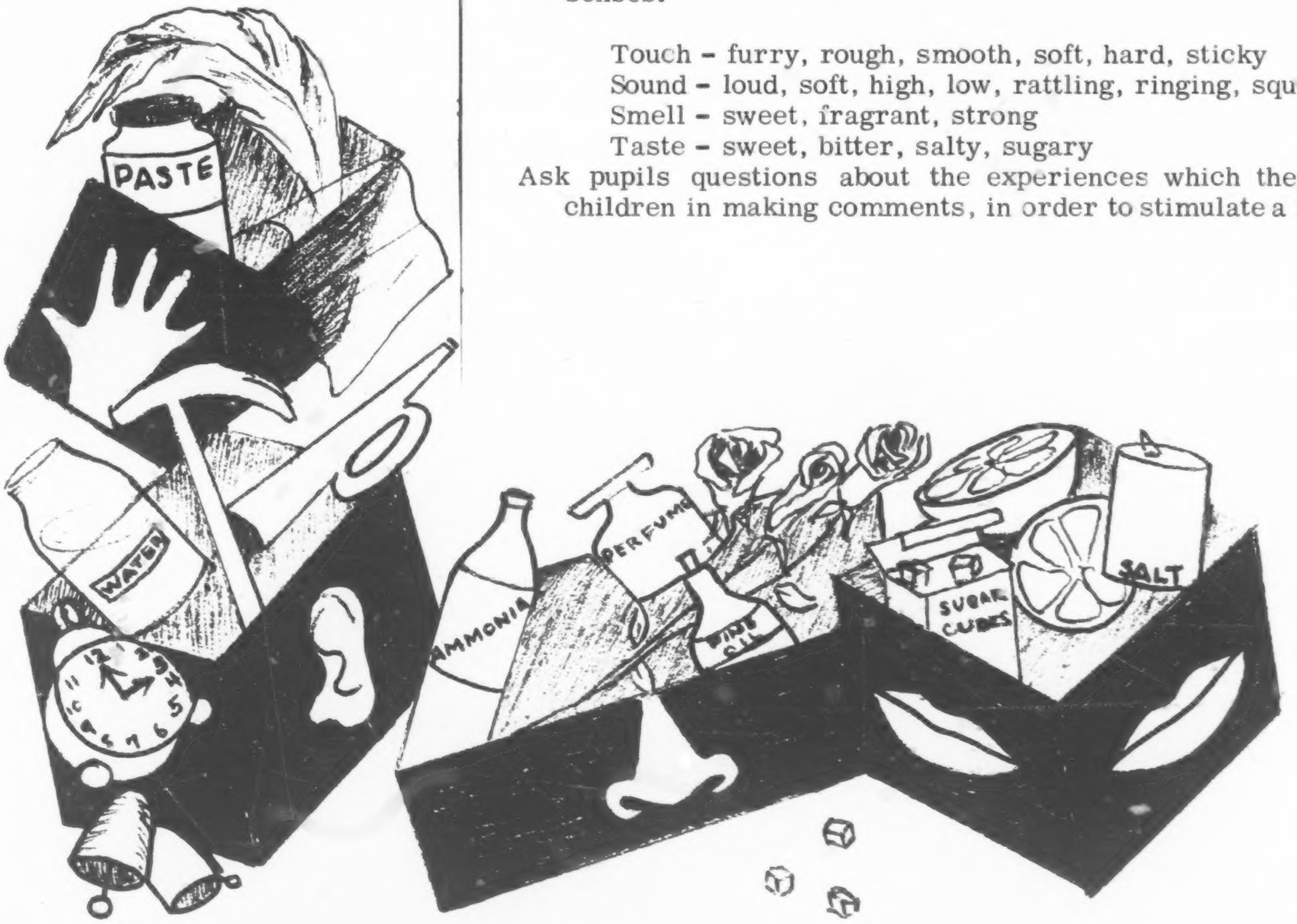
MATERIALS

Boxes with pictures of -
- hands
- eyes
- noses
- mouths

One item appropriate for each box

Touch Box Objects:
- fur
- glass paper weight
- cotton balls

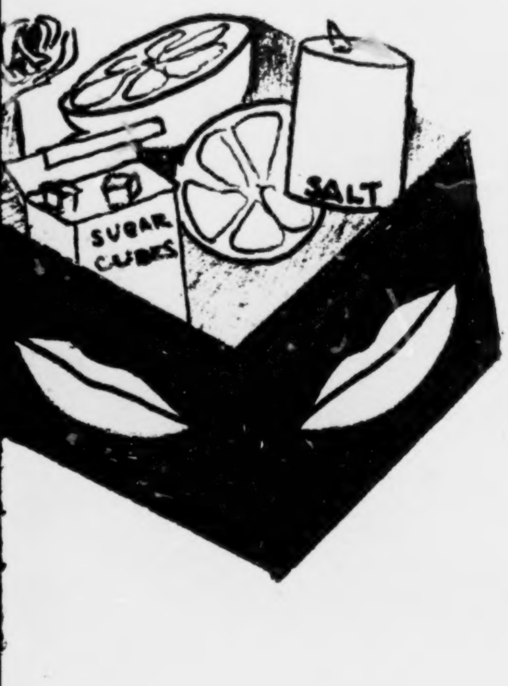
SKILLS	TEACHING PROCEDURES
	Ask each child to recall a similar sensory impression and tell ab scribes how the object in the box feels. Encourage the use of interesting descriptives such as those list senses. Touch - furry, rough, smooth, soft, hard, sticky Sound - loud, soft, high, low, rattling, ringing, squeaking, to Smell - sweet, fragrant, strong Taste - sweet, bitter, salty, sugary Ask pupils questions about the experiences which they describ children in making comments, in order to stimulate a flow of co



TEACHING PROCEDURES

similar sensory impression and tell about it after he de-
in the box feels.
eresting descriptives such as those listed for the various

h, smooth, soft, hard, sticky
igh, low, rattling, ringing, squeaking, tooting
rant, strong
r, salty, sugary
out the experiences which they describe, and guide other
nments, in order to stimulate a flow of conversation.



MATERIALS

sand paper, emery board
cellophane tape
paste

Sound Box Objects:
- hammer and wooden block
- jar of water
- jar of pebbles
- bells, small and large
- baby rattle
- policeman's whistle
- alarm clock
- baby toy that squeaks
- toy tooting horn

Smell:
- rose or perfume
- spices
- pine oil
- aromatic spirits of ammonia

Taste: (pictures may be used)
- candy
- grapefruit
- green olives, salt
- cubed sugar

SKILLS	TEACHING PROCEDURES
Building Concepts and Vocabulary Related to Places	Use pictures. Show pictures of interesting places that children might enjoy Help pupils identify the kinds of places pictured, such as: a city, ranch, or a farm. Place the pictures of places in the pocket chart. Encourage pupils to discuss freely experiences which they h cific kind of place. Stimulate further discussion, if necessary, by injecting questi When do you think it would be most fun to What kind of clothes would (did) you need? How could (did) you enjoy yourself? (Note incorrect usage of words, such as sang, swam, waded, r the need for a specific lesson to help at a later date.)
Perceiving Relationships	* Place pictures, suggestive of activities in the different plac Ask children to place these pictures in the pocket chart und they would be properly associated. Have pupils explain why they would place the pictures und Use the same scenes, but add a picture of children in a forei holiday festivities. Guide pupils in concluding that the children pictured are in a ocean - (or in a country other than theirs) Help children determine places which could be nearby, places and those which would be some distance away.

TEACHING PROCEDURES	MATERIALS
sting places that children might enjoy visiting. e kinds of places pictured, such as: a camp site, a beach, big rm. laces in the pocket chart.	Pictures: camp site beach big city farm ranch
iscuss freely experiences which they have enjoyed in the spe-	Pocket chart
ssion, if necessary, by injecting questions, such as: n do you think it would be most fun to be in a place like this? kind of clothes would (did) you need? could (did) you enjoy yourself? of words, such as sang, swam, waded, rode, sat on. Determine ific lesson to help at a later date.) stive of activities in the different places on the flannel board. these pictures in the pocket chart under the scene with which rly associated. vhy they would place the pictures under the particular place.	Flannel board Felt-backed pictures: shovel bucket bathing suit trunks seashells beach campfire tent hot dogs marshmallows barbecue set tall building - gloves suit, - tie, - purse, - hat cattle
, but add a picture of children in a foreign country dressed for ling that the children pictured are in a place that is across the ntry other than theirs) ne places which could be nearby, places which are not too close, uld be some distance away.	Globe Picture of children in foreign dress

SKILLS	TEACHING PROCEDURES
	Display models or show pictures of various modes of transportation. Ask children to explain the kind of transportation they would probably camping, to the beach, or to a nearby farm. Be sure pupils explain why such transportation would be feasible. Show pupils, if possible, areas in which they would find ranches. Ask children which vehicle would help them reach a southwest r amount of time. Ask children which vehicle would take the most travel time.
Developing Vocabulary and Concepts Related to Travel	Suggest that Mother or Father often must plan many things before ta Ask children to pretend they are going to a ranch. Show the pictures suggested. Tell pupils that before taking their trip by plane, Father made several Permit pupils to guess whom Father called--friends on the ran airport. Guide pupils in realizing the necessity for the calls. Help pupils learn the words flight, reservation, schedule, informatio Permit children to role-play Father calling the lodge and the airpor Encourage use of new vocabulary.
	Discuss the picture in which someone is packing. Bring out the words baggage, luggage, and suitcase. Help pupils understand that care must be taken in determining what to Guide pupils to consider - weather, length of trip, activities. Use scenes or any one scene. Permit children to discuss the above considerations in relation to se Use the airport picture or pictures to develop concepts about people a the airport. Help pupils with the words passenger, stewardess, hostess, pilot, co- control tower, waiting room, runway, landing, take-off.

TEACHING PROCEDURES	MATERIALS
w pictures of various modes of transportation. n the kind of transportation they would probably use if they went ch, or to a nearby farm. why such transportation would be feasible. e, areas in which they would find ranches. ehicle would help them reach a southwest ranch in the least	Models or pictures plane trailer car steamship bus (oceanliner) train
nicle would take the most travel time.	Map of the U. S.
Father often must plan many things before taking a long trip. d they are going to a ranch. gested. taking their trip by plane, Father made several telephone calls. ss whom Father called--friends on the ranch, lodge owner,	Picture: Father making a telephone call.
ng the necessity for the calls. words flight, reservation, schedule, information. le-play Father calling the lodge and the airport. vocabulary.	Practice telephones
which someone is packing. aggage, luggage, and suitcase. d that care must be taken in determining what to carry on a trip. ler - weather, length of trip, activities. scene. scuss the above considerations in relation to settings indicated. e or pictures to develop concepts about people and activities at	Picture of someone packing Pictures of one or all places listed: ranch beach farm camp site big city
words passenger, stewardess, hostess, pilot, co-pilot, mechanic, ting room, runway, landing, take-off.	Pictures of airport activities Individual pictures for each child suggestive of vocabulary introduced

SKILLS	TEACHING PROCEDURES

Help pupils develop appropriate concepts for the above words.
Give each child a picture suggestive of one of the words introd
Ask children to tell about the picture being sure to use new vo

Children may use the pictures of Father calling, someon
activities to create their own story.

Storytelling

Show the picture of the train or bus.
Recall the kind of information Father had to request to mak
flight.
Help pupils understand that similar information is requir
rangements for other modes of transportation.
Establish the names of places which pupils would call or go t
or bus - station, depot, terminal.
Show the picture of the big city.
Ask children to tell
how they could travel to a big city
where they would go to buy tickets for public modes of t
Help pupils realize the difference between public and private tr

Invite pupils to share experiences in travelling in the family c
trailer.
Ask pupils to explain why cars are able to travel faster once th
Encourage pupils to explain how engineers have made it possi
over water or through mountains.
Introduce concepts around the following words: highway, free
turnpike, toll collectors.

TEACHING PROCEDURES	MATERIALS
riate concepts for the above words. iggestive of one of the words introduced. ie picture being sure to use new vocabulary.	
e pictures of Father calling, someone packing, and airport heir own story.	
n or bus. ation Father had to request to make arrangements for a iat similar information is required when making ar- odes of transportation. ices which pupils would call or go to if travelling by train terminal. city.	Models or pictures train bus Picture of a big city
l to a big city to buy tickets for public modes of travelling erence between public and private transportation.	
eriences in travelling in the family car, station wagon, or cars are able to travel faster once they have left the city. in how engineers have made it possible for cars to travel nountains. i the following words: highway, freeway, bridge, tunnel, .	Pictures or composite picture showing: highway bridge tunnel entrance

SKILLS	TEACHING PROCEDURES
Developing Vocabulary Related to Lodgings	Display the kinds of places studied in a previous lesson. Exhibit pictures of different kinds of living quarters – hotel, mot cottage, lodge, private home. Help pupils identify the dwellings displayed and to indicate whe private or public. Guide pupils in matching dwellings with appropriate locations. Help pupils distinguish between hotels and motels and to associate and motel.
Reviewing Concepts of Places, Distance and Travel	Use language games. Give individual pictures showing beach, farm, city, camp, ranch sc Let each child use his picture as a cue in helping him determine a travel on his vacation. Encourage members of the class to use the transportation clue as mining the kind of place in which the child will spend his vacat Guide pupils in evaluating the fittingness of clues and reasonabl
Reporting	Ask children to give reports telling how they travelled the kind of place they visited the kind of building in which they stayed one interesting thing which they did while on vacation how they felt about the trip or some part of it. Help children use expressions, such as: by train, by bus, by

TEACHING PROCEDURES	MATERIALS
of places studied in a previous lesson. f different kinds of living quarters - hotel, motel, tent, farmhouse, private home. fy the dwellings displayed and to indicate whether the places are ic. tching dwellings with appropriate locations. uish between hotels and motels and to associate the words motorist	Pictures hotel cottage motel lodge tent private home farmhouse Pictures of locales previously mentioned
tures showing beach, farm, city, camp, ranch scenes to the pupils. his picture as a cue in helping him determine and tell how he will acation. rs of the class to use the transportation clue as a basis for deter- of place in which the child will spend his vacation. valuating the fittingness of clues and reasonableness of response.	Pictures of kinds of places to which one might go on a visit: beach farm city camp ranch
ve reports telling avelled place they visited building in which they stayed ting thing which they did while on vacation lt about the trip or some part of it. e expressions, such as: by train, by bus, by plane; while at/in.	Flannel-backed pictures to use as reporting guide mode of transportation specific location lodging Flannel board

SKILLS	TEACHING PROCEDURES
	Encourage pupils to give at least four good sentences. Example: We went by bus to New York City. We stayed in a friend's apartment. While in New York, we went to the Children's Zoo in Ce I liked the Zoo because we could pet the animals.
Listening for Specific Information Developing Powers of Observation	Use games. Give each child a picture which clearly suggests a specific pla place. Give clues such as the following: I went to a big city on my vacation. Many tall buildings towered above me. The streets were filled with people and traffic was heavy Ask: "Whom do you think I saw there?" Give pupils a pattern for answering so that they will be sure to use a place phrase. Example: You saw me. I was in the city, too.
Using Me Correctly Using Place Phrases	See Speaking p. 274 for other lessons involving the use of p objective case. Ask each child to show the picture that proves he was there. Guide pupils in realizing the importance of listening for details.

TEACHING PROCEDURES	MATERIALS
e at least four good sentences. o New York City. iend's apartment. rk, we went to the Children's Zoo in Central Park. cause we could pet the animals.	
re which clearly suggests a specific place or specific kind of following: ty on my vacation. gs towered above me. filled with people and traffic was heavy. ink I saw there?" answering so that they will be sure to use the pronoun me and city, too. 274 for other lessons involving the use of pronouns in the the picture that proves he was there. g the importance of listening for details.	Magazine pictures for each child, as: city farm beach camp ranch stable pig pen chicken coop motel hotel dentist's office barber shop classroom gasoline station beauty shop tent Cards for the teacher with clues (Care should be taken to give clues which clearly suggest one place.)

SKILLS	TEACHING PROCEDURES
	Remind pupils of the need for selective listening since the whether continued close attention to clues is necessary. Offset monotony by involving ten or twelve children. Ask each child who did not participate in the listening game to Where were you? Have each child answer in a sentence, then pick out just the ph question. Example: I was at the beauty shop. at the beauty shop. Review the procedure several times until all the rest of th opportunity to participate in the game and have picked out
Developing Habitual Use of Certain Patterns of Standard English	Use pictures. Distribute pictures and use them to afford opportunity for using ing correct usage of the past tense of certain verbs-- Examples: took me called me went with me walked with me ran with me helped me let me Include several persons in pictures, later, so that pupils have naming themselves last, as: took John and me went with my sister and me helped Betty, my brother, and me gave Mother and me See samples on the following page.

TEACHING PROCEDURES | MATERIALS

he need for selective listening since the first clue will indicate
d close attention to clues is necessary.
involving ten or twelve children.
did not participate in the listening game to answer the question -
?
wer in a sentence, then pick out just the phrase that answers the

the beauty shop.
he beauty shop.
lure several times until all the rest of the children have had an
articipate in the game and have picked out place phrases.

and use them to afford opportunity for using me, and for establish-
e of the past tense of certain verbs--

Pictures of places
Pictures of things
Pictures of activities

went with me
walked with me
ran with me

helped me
let me

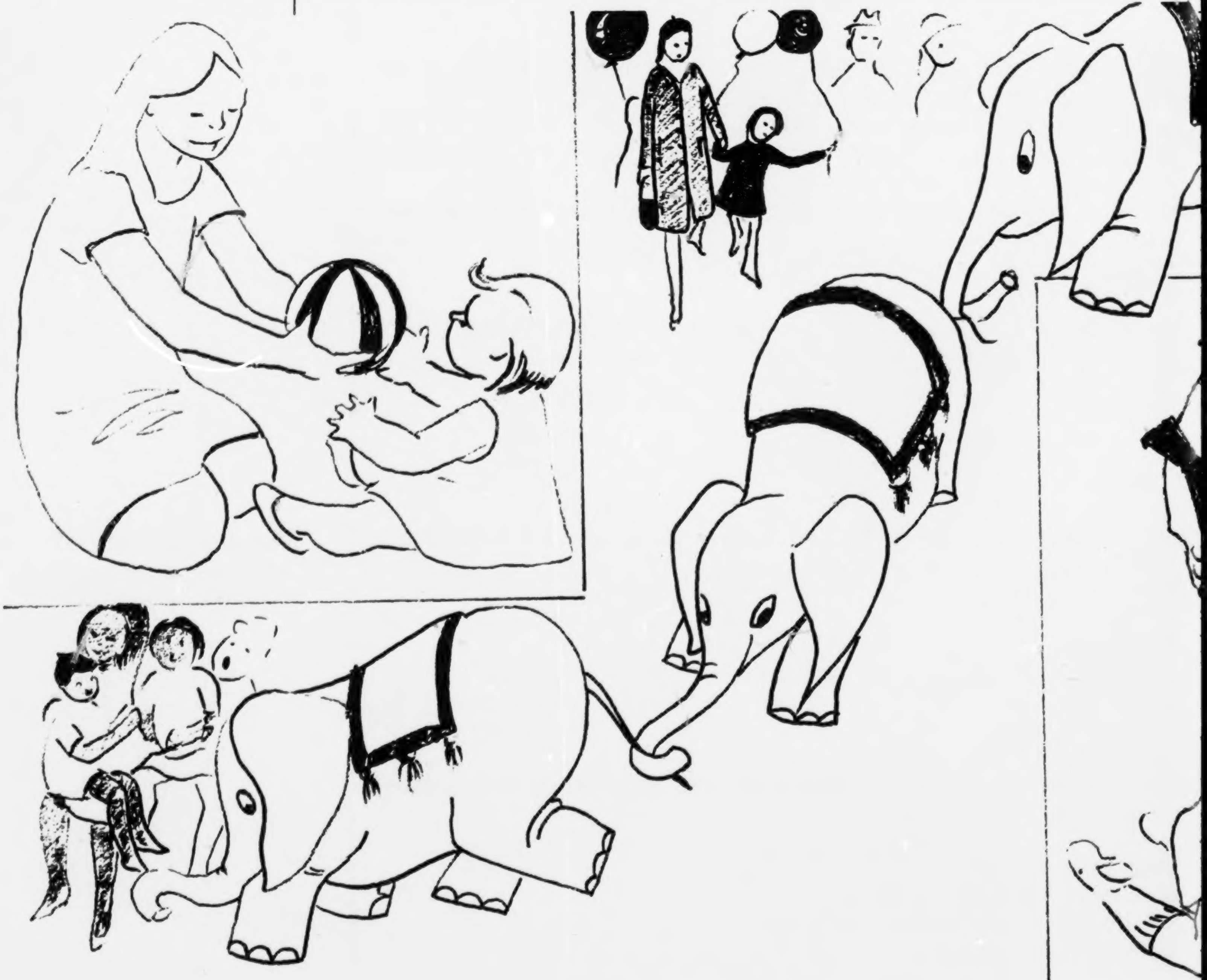
gave me
showed me
bought me

sons in pictures, later, so that pupils have opportunity to practice
ves last, as:

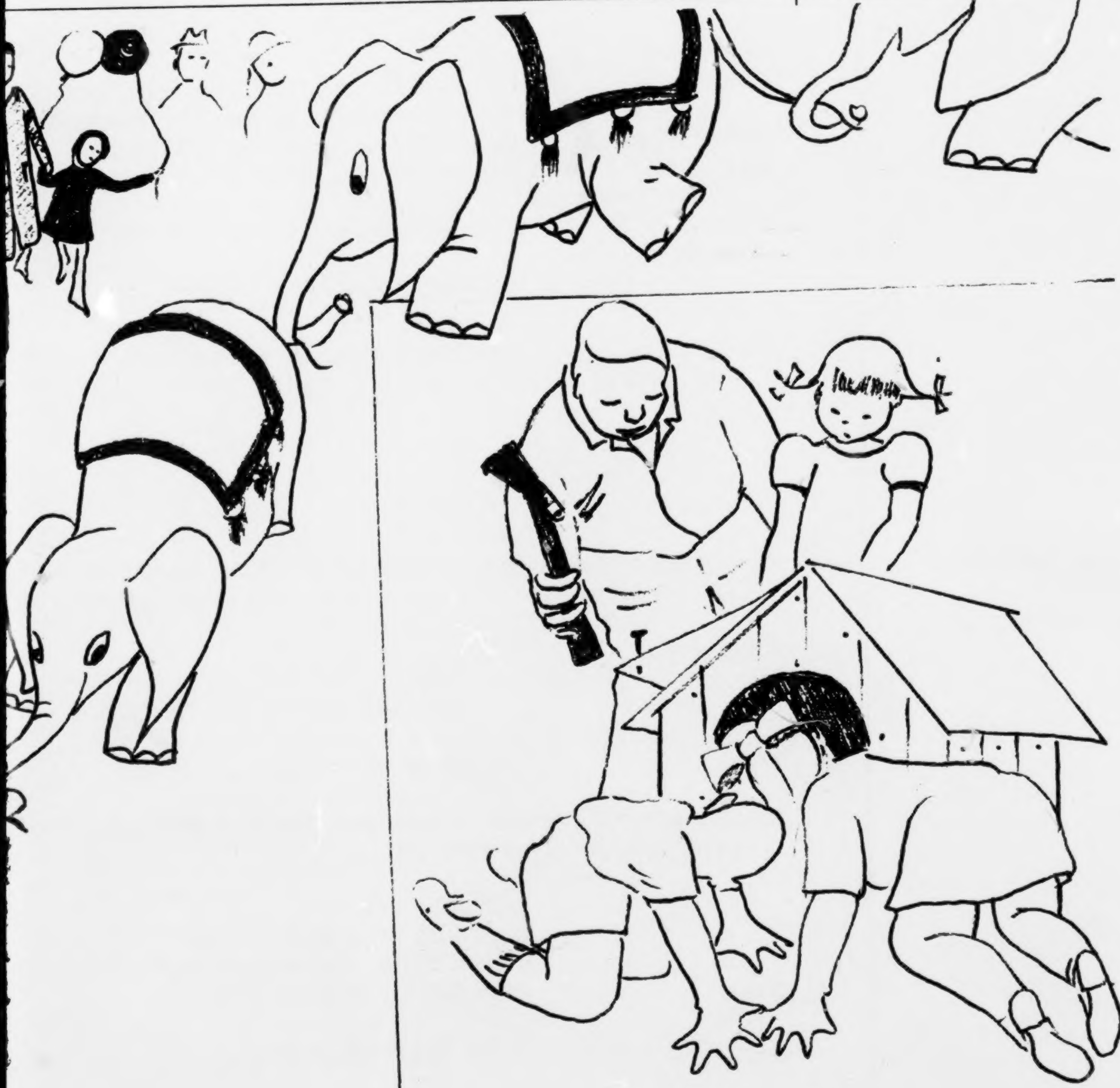
took John and me
went with my sister and me
helped Betty, my brother, and me
gave Mother and me

on the following page.

SKILLS	TEACHING PROCEDURES



TEACHING PROCEDURES	MATERIALS



SKILLS	TEACHING PROCEDURES
Building Vocabulary about Weather Conditions Developing Powers of Reasoning	Use pictures. Show several pictures illustrative of children out in differe Let pupils discuss the kind of weather indicated by the pictu Guide children's powers of reasoning for themselves by a What are the children doing? How are they dressed? What kind of a day do you think it is? Record pupils' words which are descriptive of weather after e Let pupils tell what they do on similar kinds of days? Read one-sentence reports which could describe weather co pictures. Ask children to listen carefully to the weather words in o matching picture. Have pupils recall the words which described the weather. Review words already provided during the earlier discussio Add new words recalled from the one-sentence reports to t Present two new pictures of children outdoors. * Ask pupils to use their list of weather words to help th weather reports for each picture. Encourage inclusion of two descriptive words, as: It's a cold, wintry day. The day is cool and win or Today is cold and snowy. This is a cool, sunny da * Give pupils simple written sentences describing weather co Ask the children to draw pictures of children's activities on Ask pupils to be sure to give some indication of weather cond Permit several to share their pictures, read the accompany explain what the children in the pictures are doing or we of the weather in the reports.

TEACHING PROCEDURES

illustrative of children out in different kinds of weather.
kind of weather indicated by the picture.
ers of reasoning for themselves by asking questions, such as:
he children doing?
ey dressed?
f a day do you think it is?
which are descriptive of weather after each picture is discussed.
hey do on similar kinds of days?
ports which could describe weather conditions suggested by the

n carefully to the weather words in order to be able to find the

words which described the weather.
y provided during the earlier discussion.
led from the one-sentence reports to the list.

ures of children outdoors.
heir list of weather words to help them think of one-sentence
or each picture.
of two descriptive words, as:
wintry day. The day is cool and windy.
or
old and snowy. This is a cool, sunny day.
ritten sentences describing weather conditions.
raw pictures of children's activities on such days.
to give some indication of weather conditions pictured.
are their pictures, read the accompanying weather reports, and
hildren in the pictures are doing or wearing which is suggestive
the reports.

MATERIALS

Pictures of children out in different kinds of weather:

sunny
windy
rainy
cloudy
snowy

stormy
wintry
chilly
cool
cold

hot
warm
damp
dreary

Previously prepared sentences with descriptive weather words to match pictures.

Example - John and Betty trudged through the snow one cold, wintry day.

Pictures showing two different kinds of days.
Pencil paper
Pencils
Seatwork - copies of simple sentences describing weather conditions
Manila art paper
Crayons

SKILLS	TEACHING PROCEDURES
Reviewing Vocabulary	Use pictures. Show pictures of varying weather conditions. Guide discussion of the kind of day pictured. List on the chalkboard descriptive words such as - hot, sunny, brigh cloudy, rainy, snowy, stormy, dreary, windy, calm - as children Ask a pupil to find a picture which depicts the kind of day he enjoys m why he likes that kind of day. Ask the pupil to find a picture which shows the kind of day he does not Have him explain why.
Listening Carefully for Changes of Thought	Structure a sentence expressing the child's feelings, for example: sunny day, but not a dreary day. Write the sentence on the chalkboard and permit the class to read. Guide pupils in realizing that a change of thought begins with the word Emphasize the importance of listening carefully to or reading carefully i the word but. Ask numerous pupils to give sentences patterned after the model. Ask members of the class to find two pictures which reveal the lik indicated. See page 171.
Enjoying A Poem	Use poetry. Take advantage of the children's interest in a rainy day. Invite pupils to look out of the window, to listen to the rain, and to recal when out in the rain. Stimulate pupils to express themselves freely. Encourage and note any unusual or picturesque language used by pupil Read the poem "Rain Sizes" for enjoyment.

ACHING PROCEDURES

eather conditions.
l of day pictured.
scriptive words such as - hot, sunny, bright, cold, chilly,
stormy, dreary, windy, calm - as children use the words.
e which depicts the kind of day he enjoys most and to tell
f day.
ıre which shows the kind of day he does not enjoy.

essing the child's feelings, for example: I like a bright,
ary day.
halkboard and permit the class to read.
at a change of thought begins with the word but.
of listening carefully to or reading carefully ideas following

e sentences patterned after the model.
s to find two pictures which reveal the likes and dislikes

dren's interest in a rainy day.
he window, to listen to the rain, and to recall how they feel

s themselves freely.
usual or picturesque language used by pupils.
s" for enjoyment.

MATERIALS

Pictures of varying weather conditions

Austin, Mary C. and Mills, Queenie B., The Sound of Poetry. Rockleigh, New Jersey: Allyn and Bacon, 1964. p. 112.

"Rain Sizes." John Ciardi.

SKILLS	TEACHING PROCEDURES
Building A Vocabulary of Sensory Words	Encourage pupils to tell what size rain they like best and to ences with that size. Ask children to recall words in the first part of the poem th mist-like rain. (tickles, tingles) Reread the next part. Ask pupils to listen for words that the author used to desc during a sprinkle. (sparkle, twinkle) Ask pupils to listen for the words that describe sounds hear heavy rain as the rest of the poem is read. (crash, hiss, Provide pictures which are suggestive of each stanza. Ask pupils to find the picture which best fits each part as it is Encourage pupils to use the descriptive words in the poe pictures. Review any ideas which pupils gave previously, when they loo nary windows, which lend themselves to restatement, so new words. Use poetry. Say: "As I read, try to hear and see the raindrops." Read the poem "Raindrops" for enjoyment. Ask: "What words tell us how the raindrops sounded? (pitter- What could you see the raindrops doing? (bouncing, da fairies with crystal slippers) Reread the poem. Ask pupils to make mental pictures of the two scenes and time Distribute drawing paper.
Illustrating What Is Heard Contrasting Main Ideas	* Allow pupils to draw two pictures which illustrate the times a the poet. Evaluate pupils' ability to grasp the two ideas presented. Show a rainy night scene with a child in bed and a rainy day s window. Let pupils compare their interpretations of the poem with the

EACHING PROCEDURES	MATERIALS
what size rain they like best and to relate personal experi- vords in the first part of the poem that helped them feel the es, tingles) words that the author used to describe the way drops look parkle, twinkle) the words that describe sounds heard during a downpour or t of the poem is read. (crash, hiss, rattle, roar) re suggestive of each stanza. ture which best fits each part as it is read. e the descriptive words in the poem as they tell about the pupils gave previously, when they looked out of their imagi- lend themselves to restatement, so as to include one of the	Pictures to suggest-- a light mist-like rain a shower a downpour
ear and see the raindrops." ps" for enjoyment. s how the raindrops sounded? (pitter-patter, tap-tapping) ee the raindrops doing? (bouncing, dancing and skipping like ystal slippers)	Brown, Helen A. and Heltman, Harry J. Read-Together Poems New York: Harper and Row, 1964. p. 109. "Raindrops." Isla Richardson
tal pictures of the two scenes and times. r. pictures which illustrate the times and scenes described by	Drawing paper and crayons
to grasp the two ideas presented. with a child in bed and a rainy day scene with a child at the r interpretations of the poem with the pictures.	Pictures: child in bed on a rainy night child at the window on a rainy day

SKILLS	TEACHING PROCEDURES
	Ask pupils to determine what "size rain" the poet was proba previous poem.) Ask children to use but in a sentence to contrast the two scenes
Using Clues To Reach Reasonable Conclusions	Ask pupils to describe the time of year in which they most enjoy Encourage pupils to elaborate on what they enjoy doing. Ask children to listen to a poem about rain to find out the partic poet was describing. Help pupils understand that the poem may only give clues as to Read "Rain in the Night", but omit the title. Encourage pupils to tell about the part of the poem which they enj Guide pupils in detecting clues which establish the fact that the po a summer rain. Give pupils the title of the poem, or ask them to guess the name o Compare pupils' suggestions with the real title.
	Use poetry.
Drawing Inferences from What Is Heard	Read "Down the Rain Falls." Help pupils determine the time of year and the clues provided by Ask pupils to indicate whether they think the poet was inside or Guide pupils in interpreting how the poet felt.
Building Descriptive Vocabulary	Build in words, such as: warm, quiet, comfortable, relaxed, lone Ask children to choose words of their own to describe how the probably felt, how it looked. Suggest that pupils might enjoy illustrating the first part of the period.

CHING PROCEDURES	MATERIALS
at "size rain" the poet was probably describing. (See entence to contrast the two scenes described.	Brown, Helen A. and Heltman, Harry J. Read-Together Poems New York: Harper and Row, 1964. p. 112. "Rain in the Night." Amelia J. Burr
ne of year in which they most enjoy the rain. e on what they enjoy doing. em about rain to find out the particular time of year the he poem may only give clues as to the time. omit the title. t the part of the poem which they enjoyed most. s which establish the fact that the poet was writing about	Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. 1, Chicago: 1964. pp. 89.
em, or ask them to guess the name of the poem. with the real title.	"Down the Rain Falls." Elizabeth Coatsworth.
	Drawing paper and crayons available
ne of year and the clues provided by the poem. r they think the poet was inside or outside. how the poet felt. m, quiet, comfortable, relaxed, lonely. ds of their own to describe how the rain sounded, how it ed. njoy illustrating the first part of the poem during a free	

SKILLS	TEACHING PROCEDURES
	Display a flannel girl and boy.
	Ask children to pretend each must go to school.
	Ask pupils to help the girl and boy dress appropriately by suggesti each needs for rainy weather.
	Have flannel cut-outs available which children can use to dress dol mentioned.
	Remind pupils to be sure they dress properly when coming to schoo
	Discuss briefly hazards of umbrellas on a rainy day.
	Ask pupils to listen to the poem, "Umbrellas" and to try to see wh
Making Inferences	Ask: "Do you think the poet was telling about something that reall Explain.
Forming Visual Images	Why do you think the poet mentioned "umbrellas coming hon rather than children?
	What else could the poet see clearly?
	What were the children wearing to protect their feet?
	What things could you see the children doing?
	Guide pupils in realizing that some children were in groups and some
	Ask pupils to show how those scattered might have looked as the
	Let children show how the children huddled together.
	Ask: "What time of year was it?"
	Re-read the poem so that pupils can listen for clues about the weathe
	Ask: "What words helped you hear sounds the children made?" (flippy flop, swishes, swashes, running, scampers, scoots)
	Viewing the film, Rainshower, #1693 in the Audio-Visual Cata most enjoyable either before or after this series of poems.

TEACHING PROCEDURES

l boy.
ach must go to school.
girl and boy dress appropriately by suggesting things which
weather.
ailable which children can use to dress dolls as things are

they dress properly when coming to school on a rainy day.
of umbrellas on a rainy day.
the poem, "Umbrellas" and to try to see what the poet saw.
poet was telling about something that really could happen?"

the poet mentioned "umbrellas coming home from school"
ldren?
e poet see clearly?
dren wearing to protect their feet?
you see the children doing?
that some children were in groups and some were scattered.
v those scattered might have looked as they ran or leaped.
e children huddled together.
was it?"
t pupils can listen for clues about the weather.
d you hear sounds the children made?"
s, swashes, running, scampers, scoots)

Rainshower, #1693 in the Audio-Visual Catalogue, would be
either before or after this series of poems.

MATERIALS

Flannel board
Flannel cut-outs
  girl
  boy
  raincoats
  plastic head scarf
  rain hat
  boots
  rubbers
  galoshes
  umbrellas

Brown, Helen A. and Heltman, Harry J. Read-Together Poems. Gr. 3. New York: Harper and Row, 1964 p. 18.

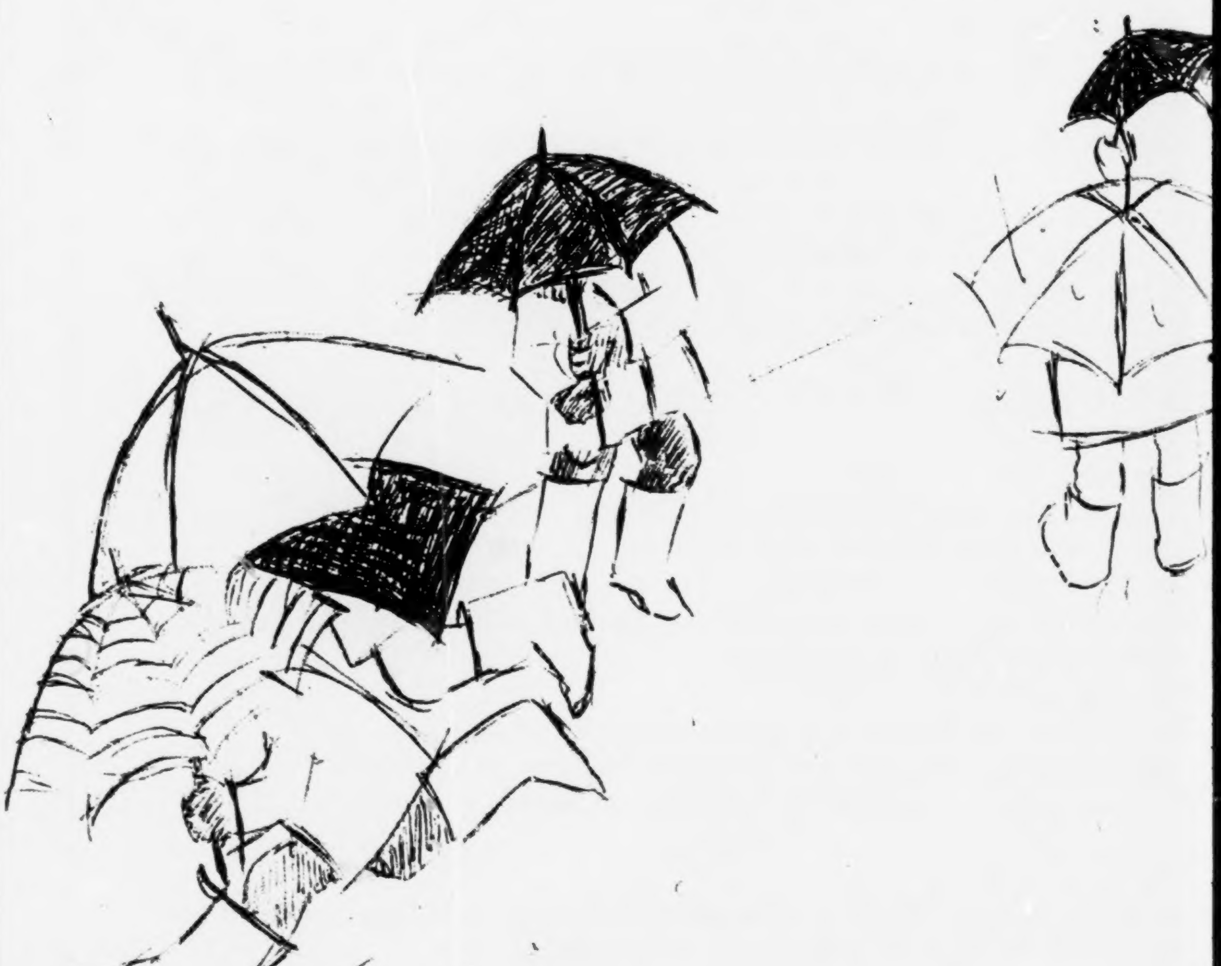
"Umbrellas." Rowena Bennett

See the following sources for additional poems about rain:

Brown, Helen A. and Heltman, Harry J. Read-Together Poems. New York: Harper and Row, 1964. pp. 42, 103, 105.

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. I, Chicago: 1964. pp. 89, 91, 92, 94, 95.

Austin, Mary C. and Mills, Queenie B. The Sound of Poetry. Rockleigh, New Jersey: Allyn and Bacon, 1964. pp. 310, 321.

SKILLS	TEACHING PROCEDURES
	

HING PROCEDURES

MATERIALS

Poems:

Hughes, Langston. "In Time of Silver Rain." (SP)

Roberts, Elizabeth Madox. "Little Rain." (SP)

Wing, Helen. "Rain." (RTP)

Wilkins, Alice. "My Funny Umbrella." (RTP)

Bacmeister, Rhoda W. "Raining." (RTP)

Coatsworth, Elizabeth. "Down the Rain Falls." (C)

Richards, Laura E. "The Umbrella Brigade." (C)

Rossetti, Christina. "The Rainbow." (C)

See also:
Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D. C.: Board of Education, 1964

Film

1693 - Rainshower

SKILLS	TEACHING PROCEDURES
Recalling Ideas Given Orally	Use a game.
Associating Special Occasions with Descriptive Time and Weather Phrases	Review briefly concepts about weather during the different seaso Use a listening game similar to the one designed to help p conscious of details about places, but substitute ideas about ti We had a wonderful time on New Year's Day. It was a cold, wintry day. But we had fun going from house to house visiting frienc a happy New Year. Ask: "When did we go visiting?" Elicit at least two expressions of time. Example: You went visiting on New Year's Day. You went visiting on a cold, wintry day. Consider other answers as desirable if they include phrases, suc on the first day of January in January in the winter Encourage pupils to discuss briefly the month and season in wh comes. Continue in the same manner associating holidays with the season they come until pupils develop skill in making such associatio Use pictures to review time phrases specified. If the class has inadequate background for handling the les pictures which fit the clues. Ask pupils to find the picture matc Use details in each picture to provide desired associations.

CHING PROCEDURES

t weather during the different seasons.
lar to the one designed to help pupils become more
places, but substitute ideas about time. (See page 227.)
l time on New Year's Day.
ry day.
ng from house to house visiting friends and wishing them
ear.
ng?"
ns of time.

on New Year's Day.
on a cold, wintry day.

lesirable if they include phrases, such as:
f January

s briefly the month and season in which New Year's Day

r associating holidays with the season and month in which
velop skill in making such associations easily.
phrases specified.

quate background for handling the lesson easily, provide
s. Ask pupils to find the picture matching a set of clues.
to provide desired associations.

MATERIALS

Pictures representing holidays and suggestive of time and weather phrases:

Examples:
- New Years Day
  - cold, wintry day
- Christmas
  - the week before Christmas
  - Christmas Eve
- Valentine's Day
  - a snowy February day
- St. Patrick's Day
  - a windy March day
- Mother's Day
  - a beautiful, spring day
- Flag Day
  - on June 14
  - a hot June day
- Labor Day
  - at the hot end of summer
  - on a chilly autumn - like day
- Halloween
  - a black, frightening night
- Thanksgiving
  - at dinnertime
  - on Thursday

Cards with situations for the teacher to read.

SKILLS	TEACHING PROCEDURES
Structuring More Interesting Sentences	

* Display a picture suggestive of a new special occasion.
Guide interpretation of the picture.
Ask children to give independently as many time phrases as pos
Ask members of the class to formulate interesting sentences us
when they talk.

Examples: I went shopping with my mother a few days before C
Just before Christmas we finished our Christmas sh
Late in December we began our Christmas shopping
We did some last minute shopping on Christmas Ev
We went downtown on a cold, wintry day to buy Chris

Emphasize other times in a similar way.
Concentrate on months, times of day, seasons, and more indefin

Examples:

on Monday
from 9 to 3
in the morning
during the night
after tomorrow
in a minute
at dawn
before the holiday

late last night
early in the day
in November
last December
this month
in the autumn
one hot day
next season

at once
before
on pay
during
long ag
years a
during
again a

Encourage pupils to place time phrases either at the beginning of
end.

EACHING PROCEDURES

MATERIALS

f a new special occasion.
ture.
ntly as many time phrases as possible for the picture.
ormulate interesting sentences using the time phrases

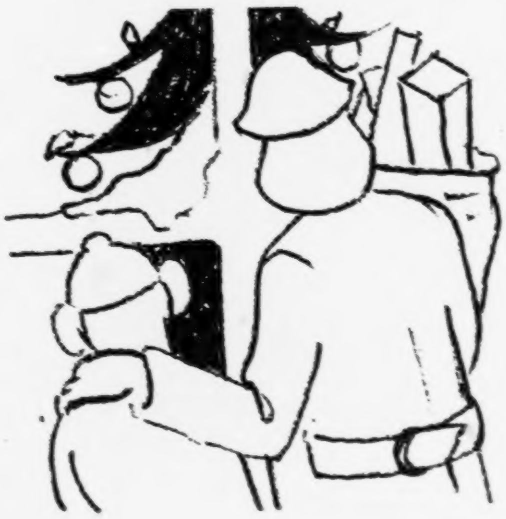
th my mother a few days before Christmas.
mas we finished our Christmas shopping.
we began our Christmas shopping.
minute shopping on Christmas Eve.
on a cold, wintry day to buy Christmas presents.

imilar way.
of day, seasons, and more indefinite times.

late last night
early in the day
in November
last December
this month
in the autumn
one hot day
next season

at once
before a party
on pay day
during the holiday
long ago
years ago
during a storm
again and again

e phrases either at the beginning of a sentence or at the



SKILLS	TEACHING PROCEDURES
	Use a story. Present the title "The Lad Who Went to the North Wind." Ask pupils to listen to the story to find out: why the lad visited the North Wind how the North Wind helped him why the lad returned on two more occasions to the hor Read the story. Review the main ideas of the story by having pupils answer the
Stimulating Inferential Thinking	Have pupils discuss mental pictures stimulated by the first que Ask: What kind of day was it? How must the boy have looked as he carried the meal? How must the boy have walked when he went to the home o How did the boy's face show his feelings? What could the lad have said to the North Wind? How did he speak? What did the North Wind tell the lad? How might he have spoken?
Creating Mental Images of Things Heard	Let pupils act out the idea being sure to bring mental pictures t Have pupils discuss the extent to which they thoughtfully transla
	Use poetry.
Forming Mental Images	Ask pupils if they have ever found "cloud pictures" in the sky. Discuss briefly. Read "Summer Sky." Guide a comparison of the poet's pictures with those of the pupi Suggest that sometimes the snow causes familiar objects to tak

CHING PROCEDURES	MATERIALS
ho Went to the North Wind." ory to find out: North Wind lped him on two more occasions to the home of the North Wind. story by having pupils answer the above questions.	Fitzgerald, Burdette S. World Tales for Creative Dramatics and Storytelling. Prentice - Hall, Englewood Cliffs, New Jersey: 1962. p. 187.
ictures stimulated by the first question. ? looked as he carried the meal? walked when he went to the home of the North Wind? show his feelings? said to the North Wind? d tell the lad? ken? ing sure to bring mental pictures to life. nt to which they thoughtfully translated ideas into action.	Arbuthnot, May Hill, compiler. Time for Poetry. Scott, Foresman and Co., Fair Lawn, New Jersey: rev. 1959. "Summer Sky" by Ruth M. Gordon
found "cloud pictures" in the sky. et's pictures with those of the pupils. snow causes familiar objects to take on new forms, too.	

SKILLS	TEACHING PROCEDURES
	Suggest that the poet who wrote the poem, "Snow" may have be window when she wrote the poem. Encourage pupils to pretend to look out of the poet's window with the poem. Read the poem. Ask children what they saw as they looked through the poet's wi Ask specific questions if children need help in building mental p What things were described in the poem? What was each wearing? What did each do?
Enjoying A Story	Use a story, "The Twelve Months." Read the story. Encourage pupils to express their reactions to the story. Ask: "Which character in the story did you like best? Why? In what ways did Marusa show that she had a kind heart? What cruel things did the Mother and sister do? Why was Marusa able to bring back all of the things wh find? Who do you think the twelve men were? What do you think the four men who spoke were supposed Why was Holena less fortunate than Marusa? What finally happened to Holena and her mother? Was the story real or make-believe?"
Reviewing Sensory Impressions About Seasons	Use seasonal pictures. Show pictures representing the four seasons which include feature story.

EACHING PROCEDURES	MATERIALS
wrote the poem, "Snow" may have been looking out of her the poem. d to look out of the poet's window with her as they listen to as they looked through the poet's window. hildren need help in building mental pictures. scribed in the poem? ing?	Arbuthnot, May Hill, compiler. *Time for Poetry.* Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 180. "Snow" by Dorothy Aldis
nths." ss their reactions to the story. the story did you like best? Why? arusa show that she had a kind heart? id the Mother and sister do? ble to bring back all of the things which she was asked to e twelve men were? he four men who spoke were supposed to represent? ss fortunate than Marusa? ed to Holena and her mother? or make-believe?"	Fitzgerald, Burdette S. *World Tales for Creative Dramatics and Storytelling.* Englewood Cliffs, New Jersey: Prentice - Hall, 1962. p. 108.
g the four seasons which include features represented in the	Seasonal pictures Spring trees budding young grass growing daisies and violets blooming children in sweaters, light jackets

SKILLS	TEACHING PROCEDURES
	Ask pupils to find the picture which shows the way things looked when Ma the club over the fire. June. September. January. Guide pupils in realizing that December is the first winter month - not J might be assumed from the story. Have pupils identify the time of year represented by each picture. Encourage pupils to recall descriptions which characterize each season. Encourage as many other sensory responses about each season as possibl Select twelve boys to represent the twelve men or twelve months. Have a roll call of the months by asking the class to name the months begi January. Have each of the twelve boys answer when his month is called and tell in whi it comes. Example: Class - "January" Pupil - "I am January. I am a winter month." Ask pupils to name the four seasons. Example: Class - "Winter" December, January, February - "We are the winter months." Ask boys who represent December, March, June, and September to de seasons which they depict. Example: December - "We bring dark skies and falling snow. The snow piles up in heavy drifts. Icicles hang from just about everywhere. Icy winds make people wrap up in heavy coats, woole caps, and mittens."

TEACHING PROCEDURES

ture which shows the way things looked when March waved
June. September. January.
that December is the first winter month - not January, as
the story.
ne of year represented by each picture.
descriptions which characterize each season.
ensory responses about each season as possible.
esent the twelve men or twelve months.
nths by asking the class to name the months beginning with

s answer when his month is called and tell in which season

y"
anuary. I am a winter month."

r seasons.
r"
uary, February - "We are the winter months."
December, March, June, and September to describe the
ict.

e bring dark skies and falling snow.
e snow piles up in heavy drifts.
cles hang from just about everywhere.
winds make people wrap up in heavy coats, woolen scarves,
caps, and mittens."

MATERIALS

Summer
- carpet of green grass
- trees covered with leaves
- birds
- many beautiful flowers
- children in shorts

Fall
- trees with falling leaves
- apple trees with apples
- yellowing grass
- children in darker clothing similar to those worn in spring

Winter
- dark sky
- falling snow
- snow drifts
- hanging icicles
- icy wind blowing and children in heavy clothing

SKILLS	TEACHING PROCEDURES
Building Descriptive Vocabulary about Story Characters	Remind pupils of the characters in the story, "The Twelve Mon Help children associate the following words with proper charac hard-working, gentle-hearted, polite, lazy, jealous, ugly greedy, handsomest, bearded. Let groups of pupils pantomime the words hard-working and lazy their meanings. Make comments about how various ones conveyed the idea of th Help pupils recall instances in which Marusa evidenced patienc and politeness while her sister and mother displayed cruelt Guide children in thinking of possible conversations and fitting int reflect the qualities characterized.
Recalling Sequence of Events	Provide an opportunity for children to retell the story until th with the sequence of events.
Dramatizing A Story	Encourage children to make their story as interesting as possi scriptive words. Help children select places in the room to represent the two sce Permit the children to select a cast and to dramatize the story. Evaluate in terms of the pupils' ability to keep the story movin characterization, provide good seasonal descriptions.
Building and Reinforcing Descriptive Vocabulary	Use character sketches. Provide pupils with character sketches of familiar figures from Ask pupils to identify both the story friend and the story. Help pupils analyze the behavior of the character in terms of hi in the story, voice quality, movements, facial expression.

TEACHING PROCEDURES

aracters in the story, "The Twelve Months."
the following words with proper characters - pretty, patient,
le-hearted, polite, lazy, jealous, ugly, unfair, cruel, rude,
, bearded.
ntomime the words hard-working and lazy in order to bring out

how various ones conveyed the idea of the words.
nces in which Marusa evidenced patience, gentleheartedness,
her sister and mother displayed cruelty and rudeness.
ing of possible conversations and fitting intonations which would
characterized.

for children to retell the story until they are quite familiar
events.
make their story as interesting as possible by using good de-

aces in the room to represent the two scenes in the story.
select a cast and to dramatize the story.
he pupils' ability to keep the story moving, present convincing
rovide good seasonal descriptions.

aracter sketches of familiar figures from literature.
oth the story friend and the story.
behavior of the character in terms of his: relation to others
quality, movements, facial expression.

MATERIALS

Suggestions for character
analyzations

Green Goose - *The Poppy Seed Cake*
Little Red Hen
Duck, Dog, Cat - *Little Red Hen*

SKILLS	TEACHING PROCEDURES

Help children with words which will enable them to describe the ch mentioned.

Example:

relation to others -	friendly	kind	polite	clever
	cruel	greedy	cross	impolite
	mean	jealous	selfish	wicked
voice quality -	gruff	hoarse	angry	frightened
	sweet	happy	excited	scolding
	whining	roaring	loud	deep
	squeaky			
movements -	light	quick	slow	tired
	dragging	sly		
facial expression -	smiling	sad	angry	frowning

Very few of the words suggested would be discussed or needed c class period.

Suggest a situation in which a character might have found himself.
Provide an opportunity for pupils to portray the character.
Evaluate with the class the child's performance in terms of the exter character behaved convincingly, and in terms of how well the ch understanding of the meaning of words used in the descriptive situa

Expressing Word Meanings Creatively

Suggest a word.
Permit pupils to express the meaning of the word creatively.

TEACHING PROCEDURES

ds which will enable them to describe the characteristics

dly kind polite clever
l greedy cross impolite
n jealous selfish wicked patient

hoarse angry frightened
t happy excited scolding
ing roaring loud deep high
aky

quick slow tired
ging sly

niling sad angry frowning

vords suggested would be discussed or needed during any one

hich a character might have found himself.
for pupils to portray the character.
s the child's performance in terms of the extent to which the
convincingly, and in terms of how well the child showed an
meaning of words used in the descriptive situation.

ss the meaning of the word creatively.

MATERIALS

Troll - The Three Billy Goats Gruff

Goldilocks - The Three Bears

Wolf - Little Red Riding Hood

Holena
Marusa - The Twelve Months

Sources:

Arbuthnot, May Hill, compiler, Time for Fairy Tales. Scott, Foresman and Company, New York: 1952. pp. 8-11, 70.

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. I, Chicago: 1964. pp. 6, 34, 72.

Fitzgerald, Burdette S. World Tales for Creative Dramatics and Storytelling. Edglewood Cliffs, New Jersey: Prentice - Hall, 1962, pp. 108, 116, 193.

Clark, Margery. Poppy Seed Cakes New York: Doubleday and Co., 1924.

SKILLS	TEACHING PROCEDURES
	Example: Pupils might-- create a situation which would delineate the qual word find colors which they would associate with the w draw or paint pictures to depict the meaning of t pantomime the kind of behavior suggested by the w select music suggestive of the particular mood w veys.
Interpreting What Is Heard	Use stories or poems. Read short descriptive parts from a familiar story or poem. Let pupils draw pictures which fit the description. Discuss the pictures in terms of how nearly they match the descri Bring out any meanings which seem less than clear.

G PROCEDURES	MATERIALS
hich would delineate the quality suggested by the hey would associate with the word res to depict the meaning of the word of behavior suggested by the word stive of the particular mood which the word con-	
familiar story or poem. he description. nearly they match the descriptions read. less than clear.	Association for Childhood Education. Sung Under the Silver Umbrella. Macmillan Co., New York: 1948. p. 79. "The Blackbird." (Example)

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SPEAKING

Emphasize the Need for Speaking Clearly and Effectiv

SKILLS	TEACHING PROCEDURES
Building Standards Organizing Ideas Keeping to the Subject	Use a tape. Make a tape to establish a pattern for pupils to follow in telling ab Explain: "On the tape three different children will each tell about he likes to do." Ask pupils to listen carefully to determine the person or persons child enjoys being: what the friends do where they enjoy themselves. List briefly after each story, words that pupils give to answer the cited. Point out differences in companions, activities, and places. Ask each pupil to pretend that he is doing what he prefers with the whom he'd most like to be. Provide drawing paper and crayons so that each may have an oppo the three ideas - with whom, what, where.
Projecting the Voice to Ensure Comfortable Listening	Replay one of the taped stories when pictures have been completed Begin the tape at a very low level. Ask pupils to raise hands when they can hear comfortably. Remind members of the class that they, too, must adjust their voic the group can hear with ease. Select several pupils to use their pictures to help them think so th three ideas fluently and orderly about something they enjoy. Jot down sentences in order to use later in a class booklet. Evaluate pupils' skill in adjusting voice level, in speaking in senter keeping to the point. Select a few pupils at a time until each has shared. Encourage pupils by rewarding them space in the class booklet. Provide opportunity for children to edit sentences which they wish included in the booklet before recording permanently.

ze the Need for Speaking Clearly and Effectively. LEVEL TWO

EACHING PROCEDURES

a pattern for pupils to follow in telling about themselves.
ee different children will each tell about one thing which
"
ully to determine the person or persons with whom each

selves.
ory, words that pupils give to answer the questions

ompanions, activities, and places.
that he is doing what he prefers with the person with
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d crayons so that each may have an opportunity to show
hom, what, where.
tories when pictures have been completed.
ow level.
when they can hear comfortably.
lass that they, too, must adjust their voices so that
ease.
se their pictures to help them think so that they can give
orderly about something they enjoy.
ler to use later in a class booklet.
djusting voice level, in speaking in sentences, and in

me until each has shared.
rding them space in the class booklet.
hildren to edit sentences which they wish to have
efore recording permanently.

MATERIALS

Manila drawing paper
and crayons
Felt pen and paper for
teacher
Tape and tape recorder

Ideas for taped stories:

I enjoy playing with my
sisters.
We like to jump rope.
We play in front of our
house.

My kitten is named Mickey.
I like to hold him and
feel his soft fur.
Sometimes he runs and jumps
after a string or chases
after a ball when I roll it.
I play with Mickey in the
house or in the yard.

I have a grown-up friend
who visits sometimes.
My friend talks to me.
Once we went to the circus.

SKILLS	TEACHING PROCEDURES
Using Is and Are Correctly	• Structure sentences to review correct use of the verb to be. Say: "I am ______(name)______." Touch the nearest child and say, "My friend is ______(name) Touch two persons close at ~~hand and~~ comment, "My friends a ______________." Review words used with I, my friend, and my friends. Write on the chalkboard: I am My friend is My friends are Ask about ten children to structure the same kind of sentence names. Set aside a few minutes each day to allow others practice in Continue until children's ears become attuned to this desira
Varying Sentences by Interchanging Subjects and Predicate Nominatives	Select pictures around which to create sentences, such as: My friend is the policeman. My friends are Jack and Mary. Write the sentences on the chalkboard. Guide pupils in understanding that the words policeman ar changeable. Let pupils provide the revised sentence – The policeman is m Follow a similar procedure with the second sentence. Ask pupils to use other pictures to tell about a friend or frien Encourage pupils to vary beginnings, as suggested.
	• Place pictures of children or of adults on the chalkboard ledge Include some pictures with one person and some with more.

TEACHING PROCEDURES	MATERIALS
iew correct use of the verb to be. e)______." i and say, "My friend is_____(name)______." se at hand ~~and~~ comment, "My friends are______(names)______ and h I, my friend, and my friends. d: I am My friend is My friends are to structure the same kind of sentences using their neighbors' s each day to allow others practice in such quick drill. n's ears become attuned to this desirable class usage. which to create sentences, such as: liceman. k and Mary. the chalkboard. rstanding that the words policeman and my friend, are inter- revised sentence - The policeman is my friend. edure with the second sentence. r pictures to tell about a friend or friends. ary beginnings, as suggested. dren or of adults on the chalkboard ledge. with one person and some with more.	Pictures of a boy a girl a baby animals, alone or grouped several boys several girls boys and girls adults, who represent familiar roles, alone or grouped Pictures of one or more persons engaged in an activity

SKILLS	TEACHING PROCEDURES
	Include some which reveal different occupational roles. Select several and pretend to be in each of them. Structure sentences, as: I am a farmer working in the field. I'm a boy riding a bicycle. I am a teacher. Some other teachers are planning with me. I'm a librarian. A little girl is asking for help. Permit use of either I am or I'm. Encourage each pupil to select a picture to use in a similar ma Allow pupils to pantomime in instances where this is feasible.
Enunciating - ng Clearly	Use a puppet. Tell the pupils of a shy, lonesome friend who is unhappy becau no attention to him, even though they see him. Produce the puppet and introduce him to the class. Say: "Boys and girls, this is Mr. Ng. (Give the sound of ng.) He lives at the end of words." Have the children greet Mr. Ng. Have the puppet speak: "How do you do, children. It makes me very happy that you are able to make th Allow the puppet to write his name on the board and to exp found at the end of words.

ING PROCEDURES

ent occupational roles.
in each of them.

the field.

.

planning with me.

help.

n.
picture to use in a similar manner.
stances where this is feasible.

me friend who is unhappy because children often pay
ugh they see him.
e him to the class.
Mr. Ng. (Give the sound of ng.)
rds."

y that you are able to make the sound of my name."
name on the board and to explain that he is usually

MATERIALS

Puppet, shy and labeled Mr. Ng

Pictures, (labeled) such as:

wing
string
shopping
riding
eating
skating
swing
hopping
cooking
spring
king
playing

writing
walking
running
fishing
working
reading
sleeping
dancing
sweeping
sitting
standing
painting

SKILLS	TEACHING PROCEDURES
	Permit each child to meet Mr. Ng personally by allowing eac and sound his name clearly in greeting. Let the puppet say: "I want to help you to remember me. I brought you many pictures today and my name is in eac Will you watch for me, and say my name clearly wheneve Let's try to find my name in the picture." Display the picture of a bird's wing with a label under it. Ask the children to name the thing pictured, show the portion of t the sound of ng, and use the word in a sentence. Guide the pupils toward clear and accurate sentence structure. Discourage over enunciation of the ng sound. Permit the puppet to express his delight over the pupils' recogni Have pupils select pictures and build appropriate sentences. Ask pupils to refer to pictures in order to underline ng with repeat the pronunciation of the label. Have the class read the label. Continue this procedure with the class, permitting each child t allowing Mr. Ng to thank the class and bid them good-by. Encourage the pupils to construct booklets or a functional contains lists for further use of these ng words.
Naming Ourselves Last	Use pantomime. Invite a child to join you in the front of the room to participate in game of "catch."

ACHING PROCEDURES	MATERIALS
eet Mr. Ng personally by allowing each to shake his hand arly in greeting. to remember me. y pictures today and my name is in each picture. me, and say my name clearly whenever you see me? y name in the picture." rd's wing with a label under it. he thing pictured, show the portion of the label that makes e the word in a sentence. ear and accurate sentence structure. on of the ng sound. ess his delight over the pupils' recognition of him. s and build appropriate sentences. pictures in order to underline ng with their fingers and to on of the label. bel. with the class, permitting each child to participate before nk the class and bid them good-by. construct booklets or a functional bulletin board which her use of these ng words.	
n the front of the room to participate in a real or imaginary	Suggestions for fun activities: snowball battles

SKILLS	TEACHING PROCEDURES

Enjoy the activity for a few seconds, then say: "John an ball."

Invite two or three other children to join in the activity.

Name each participant or refer to them by using words suc
My friends and I; Some of the children and I; Some gi

Ask the class to tell the word which the teacher used whe

Ask pupils to recall when I was used.

Invite four or five girls to jump imaginary rope.

Ask members of the class to react to the "quality" of jum

> Many children use very interesting and rhythm
> Many bring much thought into appropriate speed.
> in turning an imaginary rope.

Select several of those participating in the jumping

Be sure pupils use I and mention themselves last.

Encourage members of the class to tell other ways of ha older friends, and let each child suggest the number the activity really enjoyable for all.

Permit the child describing a fun activity to select volun interest.

Ask the leader to choose one or two children to name the described.

* Use pictures.

Distribute pictures in which two or more persons are eng

Be sure that boys have pictures which include a boy and th girls.

TEACHING PROCEDURES	MATERIALS
or a few seconds, then say: "John and I had fun playing with the other children to join in the activity. ant or refer to them by using words such as: : Some of the children and I; Some girls and boys and I. l the word which the teacher used when referring to herself. when I was used. irls to jump imaginary rope. class to react to the "quality" of jumping and turning. en use very interesting and rhythmic footwork as they jump. much thought into appropriate speed, rhythm, and coordination imaginary rope. those participating in the jumping to tell how they enjoyed it. I and mention themselves last. rs of the class to tell other ways of having fun with playmates or and let each child suggest the number of persons needed to make ly enjoyable for all. escribing a fun activity to select volunteers who indicate similar hoose one or two children to name the participants as previously	baseball game dodge ball simplified version of tag seesawing skating
in which two or more persons are engaged in an activity. ave pictures which include a boy and that girls have pictures with	Pictures with two or more persons (enough for each child) with attention to picture appeal for girls or boys

SKILLS	TEACHING PROCEDURES
	Ask each child to pretend he is in the picture and to use it to friend or friends are doing. Suggest that pupils name their friends or refer to them. Evaluate skill in using I and in mentioning themselves last.
Formulating a Guide Useful in Constructing More Effective Sentences	Use transparencies. Display a transparency with familiar words. Ask pupils to visualize the picture which the words create in thei Provide time for pupils to draw and share these pictures. Guide pupils in pointing out differences in interpretation, then the overlay. Help pupils discover and demonstrate that pictures drawn may var because of differences in - color, size, shape, number, pla style. Use the overlay drawing to help pupils create word picture adequately. Establish the importance of using words which give others a cl is meant. Review the kinds of words - color, size, . . . , which helped action revealed by the overlay. Ask children to cite instances in which they can use such descrip visual interpretation.

CHING PROCEDURES

he is in the picture and to use it to tell what he and his
ng.
r friends or refer to them.
in mentioning themselves last.

familiar words.
icture which the words create in their minds.
raw and share these pictures.
differences in interpretation, then show the picture on

nonstrate that pictures drawn may vary from the overlay
n - color, size, shape, number, placement, movement,

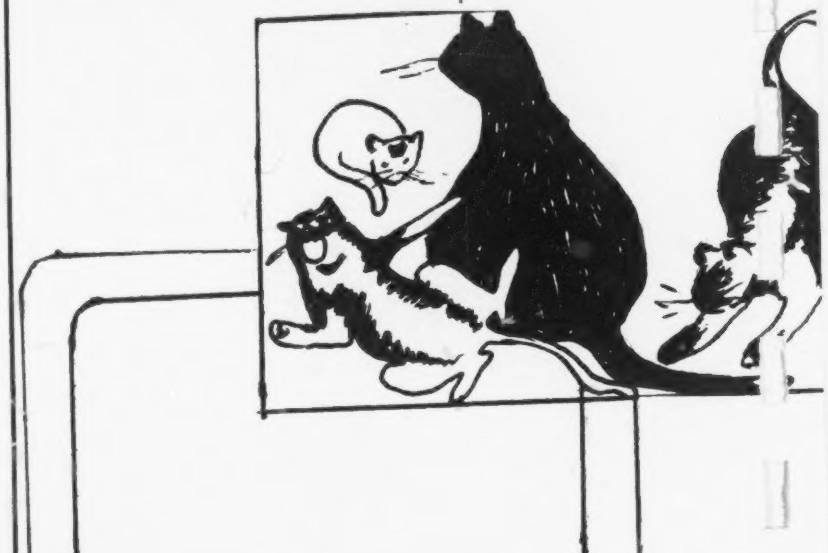
to help pupils create word pictures which describe it

using words which give others a clear picture of what

- color, size, . . . , which helped describe objects or
erlay.
s in which they can use such description to help provide

MATERIALS

Manila art paper
Crayons
Overhead projector
Transparency with familiar words and an overlay clarifying one way of interpreting the words



SKILLS	TEACHING PROCEDURES
	* Use the last technique with appropriate devices, if r understand that words can also be selected to giv others hear, feel, taste, or smell.
Applying Knowledge in the Use of Descriptives	* Use pictures. Display several large pictures of tables of different sizes a Ask pupils to name the furniture and to tell in which ro would most likely be found. Ask the children to consider one of the tables and to think o use to help someone else identify the table about whic Tell pupils they must not use descriptive words which nar table might be found. Guide the class in using words, such as: round, square, ol small, large, high, or a combination of these words.

TEACHING PROCEDURES	MATERIALS
echnique with appropriate devices, if necessary, to help pupils at words can also be selected to give descriptions which help , or smell.	See pages 220-223, also.
rge pictures of tables of different sizes and shapes. me the furniture and to tell in which room of a house each table ly be found. consider one of the tables and to think of words which they could meone else identify the table about which they are thinking. nust not use descriptive words which name the room in which the ound. using words, such as: round, square, old, rectangular, new, low, igh, or a combination of these words.	Pictures of tables of several sizes and shapes

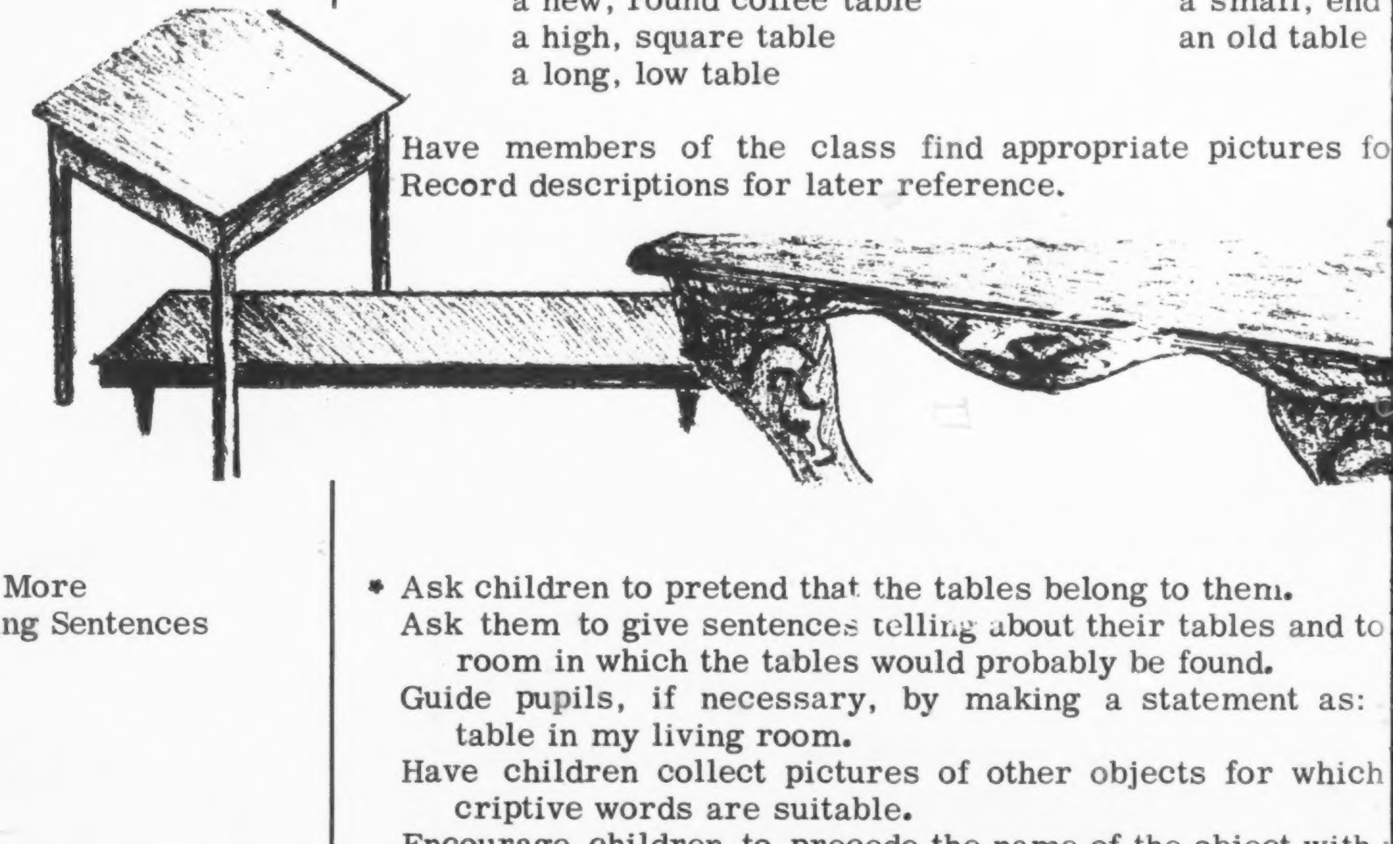
SKILLS	TEACHING PROCEDURES

Example:

a large, rectangular table
a new, round coffee table
a high, square table
a long, low table

a new night t
a small, end
an old table

Have members of the class find appropriate pictures fo
Record descriptions for later reference.



Structuring More Interesting Sentences

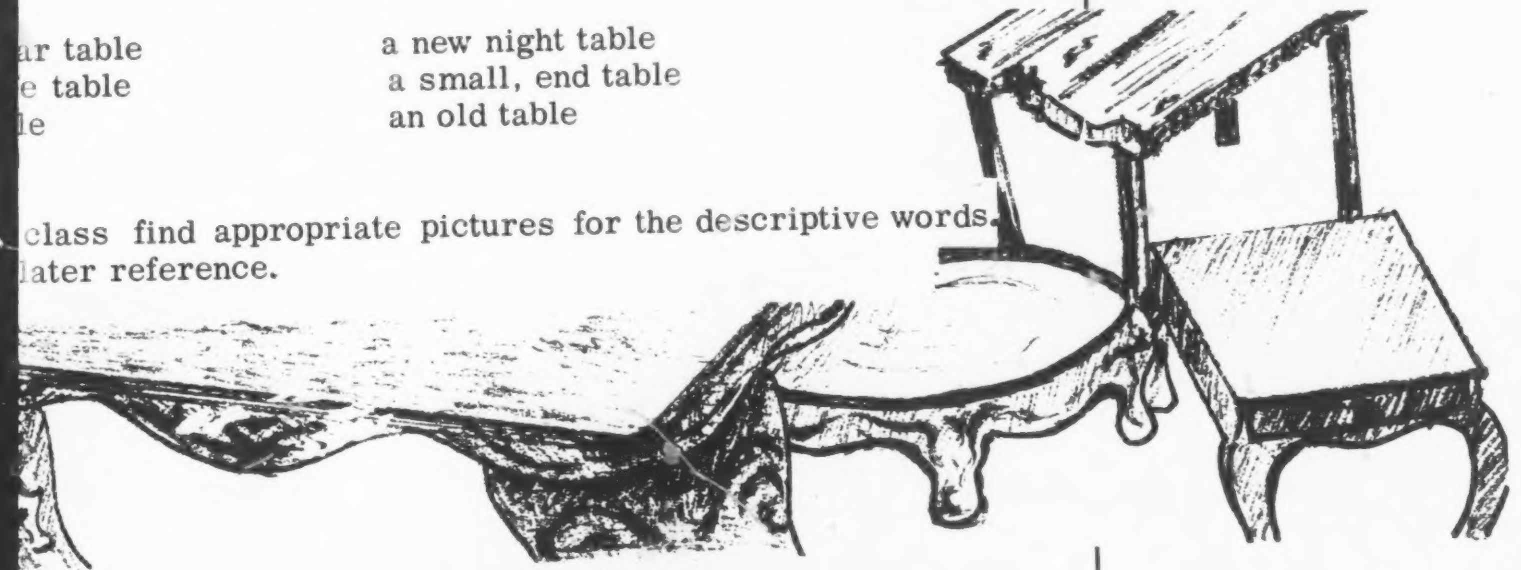
- * Ask children to pretend that the tables belong to them.
- Ask them to give sentences telling about their tables and to room in which the tables would probably be found.
- Guide pupils, if necessary, by making a statement as: table in my living room.
- Have children collect pictures of other objects for which criptive words are suitable.
- Encourage children to precede the name of the object with and to complete the sentence with additional information.

Applying Knowledge in the Use of Descriptive Words

- Distribute pictures which give opportunity for the creatio descriptive words.
- Afford numerous occasions during which pupils have practic clear word pictures.
- Increase opportunities for fineness of description as pupils

TEACHING PROCEDURES	MATERIALS
ar table e table le	
a new night table a small, end table an old table	

class find appropriate pictures for the descriptive words.
later reference.



that the tables belong to them.
nces telling about their tables and to indicate at this time the
bles would probably be found.
sary, by making a statement as: I have a long, low coffee
om.
pictures of other objects for which one or more of the des-
uitable.
precede the name of the object with words which describe it.
sentence with additional information.

ch give opportunity for the creation of sentences with good

ons during which pupils have practice in creating simple, but

for fineness of description as pupils show readiness for this.

Picture for each child
which lends itself to simple description:
- objects
- animals
- persons

SKILLS	TEACHING PROCEDURES
Building Descriptive Vocabulary Related to Colors	* Use pictures. Show different shades of blue. Ask children to try to think of things which they have seen wh displayed. Provide pictures, as: sky, water, dresses, cars, suit, top. Help pupils use words to describe the blues, as light, clear, c shining, sky, bright. Ask pupils to use their words and pictures to help them thin clear blue sky cool blue water dark blue suit deep blue suit sky blue car light blue sky solid blue dres shining blue to bright blue sky Provide other pictures which permit pupils to form sente color phrases. Follow a similar technique later to help build other more precis flaming, glaring, (red); shimmering (gold); muddy, sickly Encourage pupils to use interesting color descriptions to things about which they tell.
Applying Knowledge of Descriptives	* Use word games. Schedule short periods during which pupils practice buildi around illustrations of things in a specific category. Ask each child to give a sentence using one or two descr object in his picture. Use "making purchases" as a vehicle for practicing the skill.

TEACHING PROCEDURES	MATERIALS
f blue. think of things which they have seen which are near the color ky, water, dresses, cars, suit, top. to describe the blues, as light, clear, cool, dark, deep, solid, . r words and pictures to help them think of phrases, such as: light blue sky solid blue dress shining blue top bright blue sky	Flannel board Swatches of different shades of blue construction paper Pictures of items colored blue: sky water dress (solid blue) car (light blue) suit (dark blue) top Pictures incorporating items of blue
s which permit pupils to form sentences using interesting ique later to help build other more precise color descriptions - red); shimmering (gold); muddy, sickly (green); rich (brown). use interesting color descriptions to help others visualize hey tell.	
is during which pupils practice building good word pictures of things in a specific category. ve a sentence using one or two descriptive words about the e. s" as a vehicle for practicing the skill.	Pictures: clothing toys foods animals tools

SKILLS	TEACHING PROCEDURES
Enriching and Expanding a Vocabulary of Action Words	* Use a story created around a picture. Show a picture. Permit children to talk freely about the picture. Encourage them to imagine the incidents which led up to the situation shown. Ask children to tell how the boy in the picture must have felt when he could not rescue his kitten. Play a tape with the story about the kitten. Ask children to listen to words used to make others feel the excit Display a chart with sentences taken from the tape. Leave blanks and ask children to recall interesting words tha feel the excitement in the story. Example: (Vocabulary Possibilities Indicated) Bob's kitten__________ up the tree. (climbed, scampered, ran) Then Bob____________to the firehouse. (rushed, sped, ran, hurri

G PROCEDURES

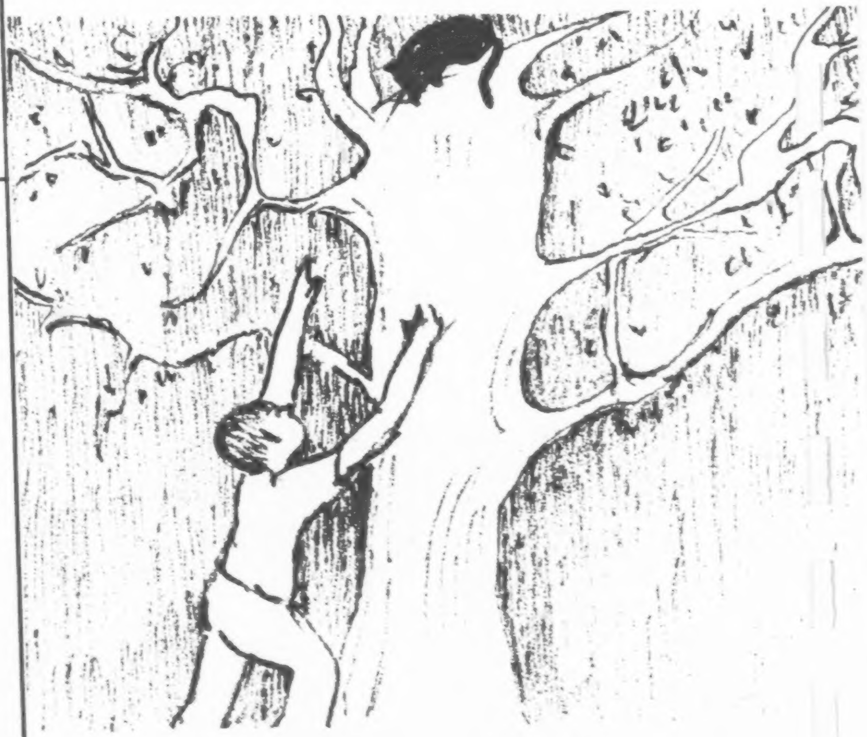
kitten.
d to make others feel the excitement in the story.
n from the tape.
recall interesting words that helped make them
.

Indicated)

(climbed, scampered, ran)

use. (rushed, sped, ran, hurried, darted)

MATERIALS



Picture - See illustration.
Chart with sentences taken from the tape
Tape recorder and taped story built around the picture

SKILLS	TEACHING PROCEDURES
	He____________"Please help me get my kitten out of begged, yelled)
	A fireman and the boy___________ back to the tree. (hu went)
	Up the tree the fireman climbed to____________the k
	Use other tapes which enable pupils to identify action story.
	Provide a picture with story possibilities. Guide children in outlining story direction. Invite individuals to use the outline as the basis for develo interesting vocabulary to help others see, hear, and fe
Making Associations	* Use word games.
	Gather a small group of about eight or ten children wh for this game. Play "Categories." Clap hands __2__ times. Tap thighs __1__ time. Name a category. (food) Repeat the first two rhythmic steps and invite pupils to jo Name things in the category mentioned.

TEACHING PROCEDURES	MATERIALS
e help me get my kitten out of the tree!" (sobbed, cried, y__________ back to the tree. (hurried, ran, raced, rushed, man climbed to__________the kitten. (get, save, rescue) n enable pupils to identify action words that make a colorful story possibilities. ning story direction. e the outline as the basis for developing an exciting story with ary to help others see, hear, and feel the action. of about eight or ten children who are well-matched in skill _times. _time. (food) ythmic steps and invite pupils to join. egory mentioned.	

SKILLS

TEACHING PROCEDURES

Help pupils understand the pattern and rhythm of naming
permit pupils to supply names of items which fit a cat
Ask each child to name something in the category after th

Examples: (X's represent the clapping and tapping.)

Leader - XXX food
Child 1 - XXX carrots
Child 2 - XXX corn
Child 3 - XXX steak

Leader -
Child 1 -
Child 2 -
Child 3 -

* Play a variation of the "Password" game.
Divide the class into two teams.
Have each team select a player.
Display a word or pictured word, related to work in
teams see, but neither player does.
Have a member from each team alternate in giving his
word or picture is.
Allow pupils to give synonyms, words representing rel
clues.
Give the player who gets the "password" first a point for
Have teams choose new players.
Present a new word or picture.
Determine in advance the number of points a team shou
game.

EACHING PROCEDURES

attern and rhythm of naming categories and items, then
mes of items which fit a category given by the teacher.
thing in the category after the third count.

clapping and tapping.)

Leader - XXX tools
Child 1 - XXX hammer
Child 2 - XXX saw
Child 3 - XXX pliers

word" game.
ns.
er.
d word, related to work in a content area, so that both
ayer does.
team alternate in giving his player a clue as to what the

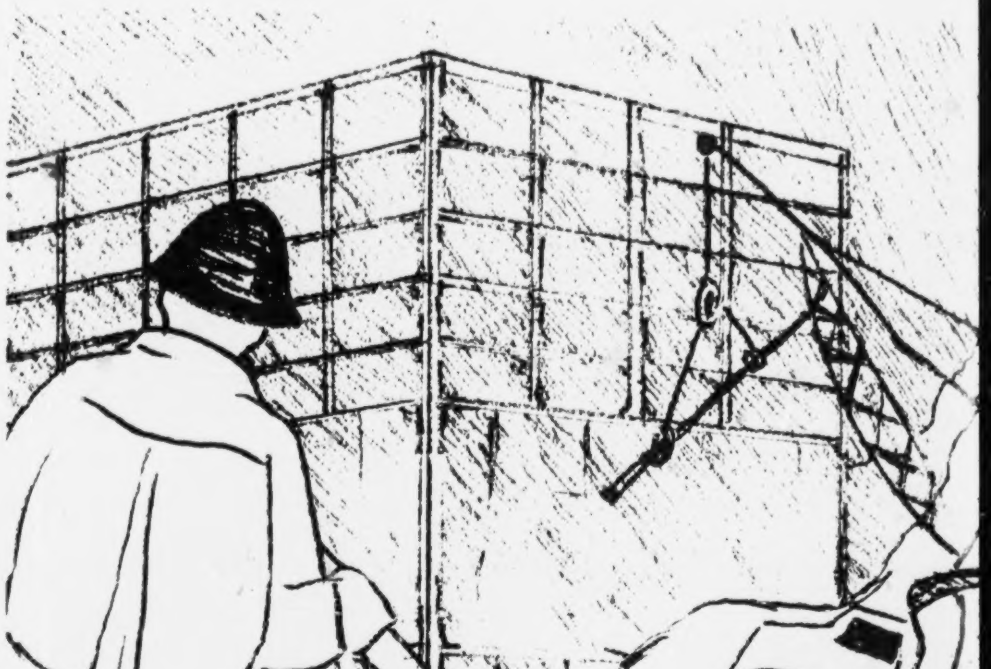
ms, words representing related ideas, or antonyms as

"password" first a point for his team.
ers.
re.
umber of points a team should earn in order to win the

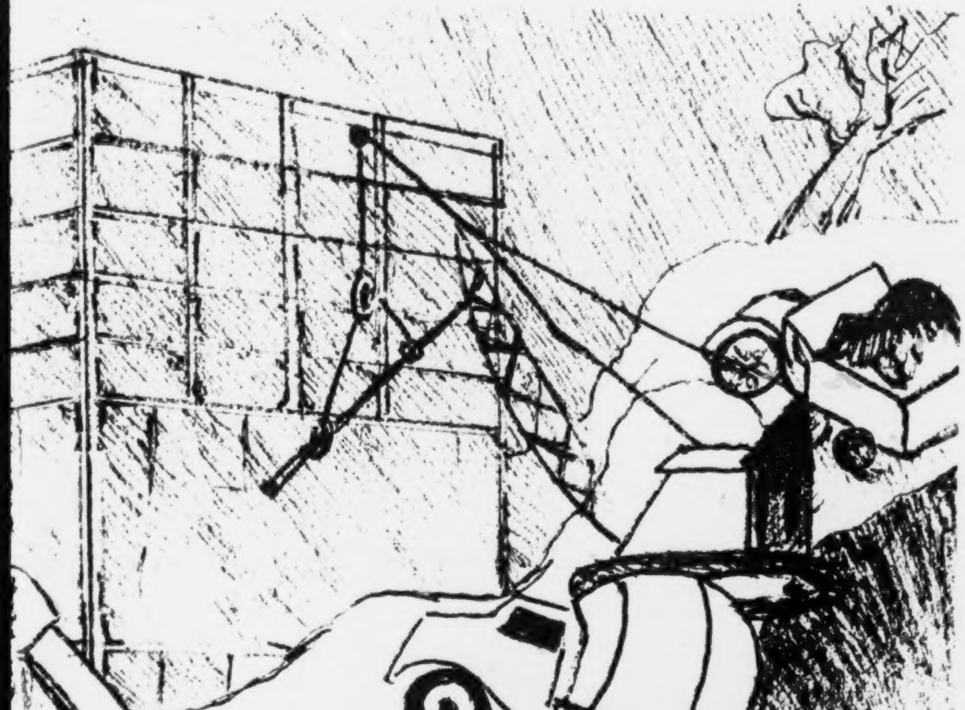
MATERIALS

Pictures related to content area

Pupils must agree on the name of the item pictured in order to give proper clues.

SKILLS	TEACHING PROCEDURES
Building A Descriptive Paragraph	* Use pictures. Present a large, composite picture. Say: "Study this scene. Select any activity or object. Describe it as clearly as you can." Encourage individual descriptions of different aspects pictu Tape sentences given. Select the most interesting from the group tape to use in 

TEACHING PROCEDURES	MATERIALS
osite picture. e. ty or object. learly as you can." lescriptions of different aspects pictured.	Magazine pictures or pictures such as those in the Ginn Language Kit
esting from the group tape to use in a story about the picture.	Tape and tape recorder



SKILLS	TEACHING PROCEDURES
Organizing Ideas for Reporting	* Use objects. Show children a vase of flowers. Say: "These colorful flowers are asters. We see many asters in the fall. These were in my backyard. I thought they would make our classroom look bright and p Ask pupils to tell what was shared, and to recall the word that flower. Remind pupils that such words add interest when we are telli Let pupils recall where the aster was found. Have pupils tell how the aster will be used. Encourage children to bring in something which they use at hom Suggest that they tell what the object is, and where, and how it i Allow three or four children to volunteer to share on the followi Encourage pupils to use any words which will help to make their ta Help pupils understand the necessity for having only a few share Ask the class to evaluate contributions in terms of whether pu formation requested, and in terms of interesting words used. Provide assistance and practice as the need is indicated in expres is used.
Incorporating Ideas Telling How into Sentences	Use objects. Explain that when we tell how something is used often we tell it way in which we use it.

ACHING PROCEDURES	MATERIALS
	Asters, chrysanthemums or something which the teacher can share with the class
owers. ers are asters. in the fall. ckyard. make our classroom look bright and pretty." as shared, and to recall the word that helped describe the	See: Hathaway, Polly, Backyard Flowers. New York: Ruthledge Books, 1965.
words add interest when we are telling about something. e aster was found. ster will be used. ng in something which they use at home. the object is, and where, and how it is used. en to volunteer to share on the following day. y words which will help to make their talk more interesting. necessity for having only a few share at a time. contributions in terms of whether pupils reported the in- nd in terms of interesting words used. actice as the need is indicated in expressing how something	
how something is used often we tell its purpose or special	Lemon Piece of string

SKILLS	TEACHING PROCEDURES
	Show pupils an item such as a lemon. Ask: "How would you use this lemon?" Elicit responses, such as: I'd make a pie. I'd ask Mother to make a pie. I could make some lemonade with it. I'd use it to flavor Mother's tea. Comment: "Each person told a way in which he would use the lemon. Provide opportunity for pupils to tell ways in which they could use a Encourage pupils to be as realistic or as imaginative as they wish. Ask the class to judge whether each person told a different way of or how he would use it.
	• Explain that sometimes when we tell how something is used we tr manner in which we make it work. Display toys that make sounds or move when they are squeezed, str wound. Let pupils experiment to discover what makes the toy work. Help pupils structure the following phrases and to incorporate the by squeezing it by striking/hitting/beating it by shaking it by winding it Show objects or pictures of objects in which the object is usually use with another object. Elicit explanations which include phrases, such as: by sliding a bow across its strings.

ACHING PROCEDURES

lemon.
lemon?"

ie.
de with it.
s tea.
a way in which he would use the lemon."
to tell ways in which they could use a piece of string.
listic or as imaginative as they wish.
er each person told a different way of using the string

n we tell how something is used we try to explain the
it work.
ds or move when they are squeezed, struck, shaken, or

over what makes the toy work.
lowing phrases and to incorporate them in sentences:

ting it

jects in which the object is usually used in conjunction

ude phrases, such as:
strings.

MATERIALS

Toy that squeaks when squeezed
Rattle
Wind-up toy
Drum

Toys or pictures of objects as:
- violin
- xylophone
- screw driver
- pliers

SKILLS	TEACHING PROCEDURES
	by placing it in the head of a screw and turning it by gripping it around wire and twisting by striking it with a mallet by striking it with a mallet
	Ask pupils to bring in one item and to be prepared to tell w sentence, to explain how they make it work.
	Remind pupils that the word by will help them.
	Use toys.
	* Display toys on a low table.
	Encourage pupils to identify and discuss the toys.
	Remind the children that during a discussion speakers take turn listen to what is being said so that they may make worthwhil are to the point.
Developing Skills Useful in Discussion	Allow pupils to demonstrate the use of each toy.
	Point out the unsafe or improper use of the toys as the childr
	Elicit their ideas on the safe and proper use of the toys.
Keeping to the Point	Help pupils to understand that toys when safely used and properl source of joy.
	Guide children in analyzing and recognizing the features of ea potentially dangerous. Example: "Which part of this saw could be dangerous? Why is it dangerous? How could we use it and be safe from the dange
	Have pupils discuss and pinpoint the safety measures they could saw.
	Correlate these measures with the use of other toys which have s
	Continue this analysis of all of the toys on display.
	Correlate it with the safety of members of the family with emph protection of the elderly and very young members of their fa

TEACHING PROCEDURES

in the head of a screw and turning it
it around wire and twisting
t with a mallet

it with a mallet
ng in one item and to be prepared to tell what it is and, in one
plain how they make it work.
the word by will help them.

ow table.
o identify and discuss the toys.
n that during a discussion speakers take turns, speak clearly, and
is being said so that they may make worthwhile contributions that
.
monstrate the use of each toy.
fe or improper use of the toys as the children manipulate them.
n the safe and proper use of the toys.
erstand that toys when safely used and properly cared for can be a

analyzing and recognizing the features of each toy which may be
gerous.
"Which part of this saw could be dangerous?
Why is it dangerous?
How could we use it and be safe from the danger?"
ss and pinpoint the safety measures they could follow when using a

easures with the use of other toys which have sharp cutting edges.
ysis of all of the toys on display.
the safety of members of the family with emphasis on the need for
he elderly and very young members of their families.

MATERIALS

Toys:
- saw
- hammer
- screw driver

Skates
Blocks
Top
Marbles

SKILLS

TEACHING PROCEDURES

Encourage pupils to relate personal experiences with toys, but keep pu
of the lesson.

Summarize and record the dictated safety measures discovered by t

Ask pupils to state the measure which would be very helpful if ca
discussed with their families.

Have children explain the reason for their choice.

* Toys for Safety Analysis

Wheels to Ride
- skates
- bicycle
- tricycle
- scooter
- skate board
- wagon
- auton
- tract

Small Wheels to Roll
- trains
- airplane
- trucks
- bus
- car
- const
- baby

Hand and Airborne Toys
- balls
- bows and arrows
- guns
- doctor kits
- sewing kits
- marbles
- darts
- blocks
- cooking sets
- bats
- kites
- dolls
- kitche

Possible Hazards

Wheels
- falls - easily unseen on stairways and floors
- collisions - with people and other objects in the home, in th
and driveways.

Hand and Airborne Toys
- cuts - sharp or pointed toys
- striking - objects, people, eyes and limbs in danger
property damage, (broken windows and flowers)
- falls - tripping on marbles and strings

EACHING PROCEDURES

MATERIALS

ersonal experiences with toys, but keep pupils to the point

dictated safety measures discovered by the class.
easure which would be very helpful if carried home and
ilies.
ason for their choice.

scooter
skate board
wagon

automobile
tractor

bus
car

construction toys
baby carriage

marbles
darts
blocks
cooking sets

bats
kites
dolls
kitchen sets

on stairways and floors
ople and other objects in the home, in the street, alleys,

ed toys
ople, eyes and limbs in danger
amage, (broken windows and flowers)
rbles and strings

SKILLS	TEACHING PROCEDURES
	burns - guns (caps) sharp metal - cuts wooden toys - splinters pointed objects - carry with the points down
	A small selection of two or three toys from each categ accomplish the purpose of the lesson.
Reporting Personal Experiences	Ask pupils to report purchases which they made by themselves. Ask children to tell: what they selected the place where they bought it why they chose it. Set a pattern for the children so that pupils express ideas in unnecessary use of and.
Constructing Clear, Concise Sentences	Guide pupils in expressing the three ideas in two sentences. Examples: I bought a card at the Peoples Drug Store. The card was for my mother's birthday. I bought a hot dog from the sandwich shop. Of all the sandwiches the hot dog looked best. I went to the grocery store to buy a dozen eggs. I bought a half dozen because I didn't have enough mon I bought a spool of thread at the five and ten. Mother needed it for her sewing.

TEACHING PROCEDURES	MATERIALS
ps) ts linters carry with the points down on of two or three toys from each category should suffice to ne purpose of the lesson. rchases which they made by themselves. hat they selected e place where they bought it hy they chose it. children so that pupils express ideas in sentences and avoid and. sing the three ideas in two sentences. rd at the Peoples Drug Store. s for my mother's birthday. t dog from the sandwich shop. ndwiches the hot dog looked best. grocery store to buy a dozen eggs. lf dozen because I didn't have enough money. ool of thread at the five and ten. ed it for her sewing.	

SKILLS	TEACHING PROCEDURES
	Ask the class after each report to name what was bought, and t phrase used. Ascertain whether pupils had a good reason for making their selec
Developing Powers of Observation Creating Clear, Concise Sentences Organizing Ideas for Reporting	* Use pictures. Place a picture on the chalkboard ledge or on an opaque projector. Write the words what, when, where, why on the chalkboard as guid Have children study the picture. Remove it. Ask: "What was happening? or What happened? When did it happen? Where did it happen? Why was it important?" Encourage both factual and inferential responses. Permit several pupils to answer each question if more than one a Direct children to refer to the picture to prove any questionable a Accept complete sentences or phrases in order to obtain as many an without prolonging this part of the lesson. Repeat the same procedure several times using different pictures. Demonstrate how this information can be used in giving a pi beginning a story. Examples: One spring day, a crowd was at the ball park. Many fans were cheering their favorite baseball team. One summer night the campers gathered around a roast marshmallows.

TEACHING PROCEDURES

after each report to name what was bought, and to recall the where
.
her pupils had a good reason for making their selections.

on the chalkboard ledge or on an opaque projector.
s what, when, where, why on the chalkboard as guides.
study the picture.

s happening? or What happened?
it happen?
l it happen?
it important?"
factual and inferential responses.
l pupils to answer each question if more than one answer is possible.
to refer to the picture to prove any questionable answer.
e sentences or phrases in order to obtain as many answers as possible
onging this part of the lesson.
e procedure several times using different pictures.
ow this information can be used in giving a picture report or in
story.

spring day, a crowd was at the ball park.
ny fans were cheering their favorite baseball team.

summer night the campers gathered around a bright campfire to
roast marshmallows.

MATERIALS

Opaque projector
Picture suggestions:
- Daily life

  - child crossing street to go to school
  - children engaged in
    - using library facilities
    - helping at home
    - swimming in a pool
    - playing with pets

  - children enjoying outdoor games
    - skating
    - riding bicycles
    - swinging
    - see-sawing
    - sledding
    - ice skating
  - family on a picnic
  - children at camp
  - Father fixing a flat tire
  - crowds watching a baseball game

Science/Social Studies

- family boarding a plane
- children working in a garden
- farm animals
  - caring for young

SKILLS	TEACHING PROCEDURES

- Let pupils check sentences to determine how many of the questions we

one spring day	when
at the ball park	where
fans were cheering	what was happening
Their favorite team must have been playing well.	why

one summer night	when
Campers gathered.	what happened
around a campfire	where
to roast marshmallows	why

Allow four or five children to select pictures for which they can answer a of the questions.

Suggest that pupils give their picture reports at a later time, so that they their sentence or sentences are clear and include answers to three q

Evaluate reports on that basis.

Have volunteers add information which will answer unanswered question

The teacher may move into a new direction later by asking chi sentence which suggests a surprise happening. The class c fitting outcome or solution. After many group experiences, tape their own stories. These should be kept brief with only essential in moving the story line directly to its final outcome

ACHING PROCEDURES

determine how many of the questions were answered:

when
where
what was happening

laying well. why

when
what happened
where
ws why

elect pictures for which they can answer at least three

picture reports at a later time, so that they can be sure
are clear and include answers to three questions.

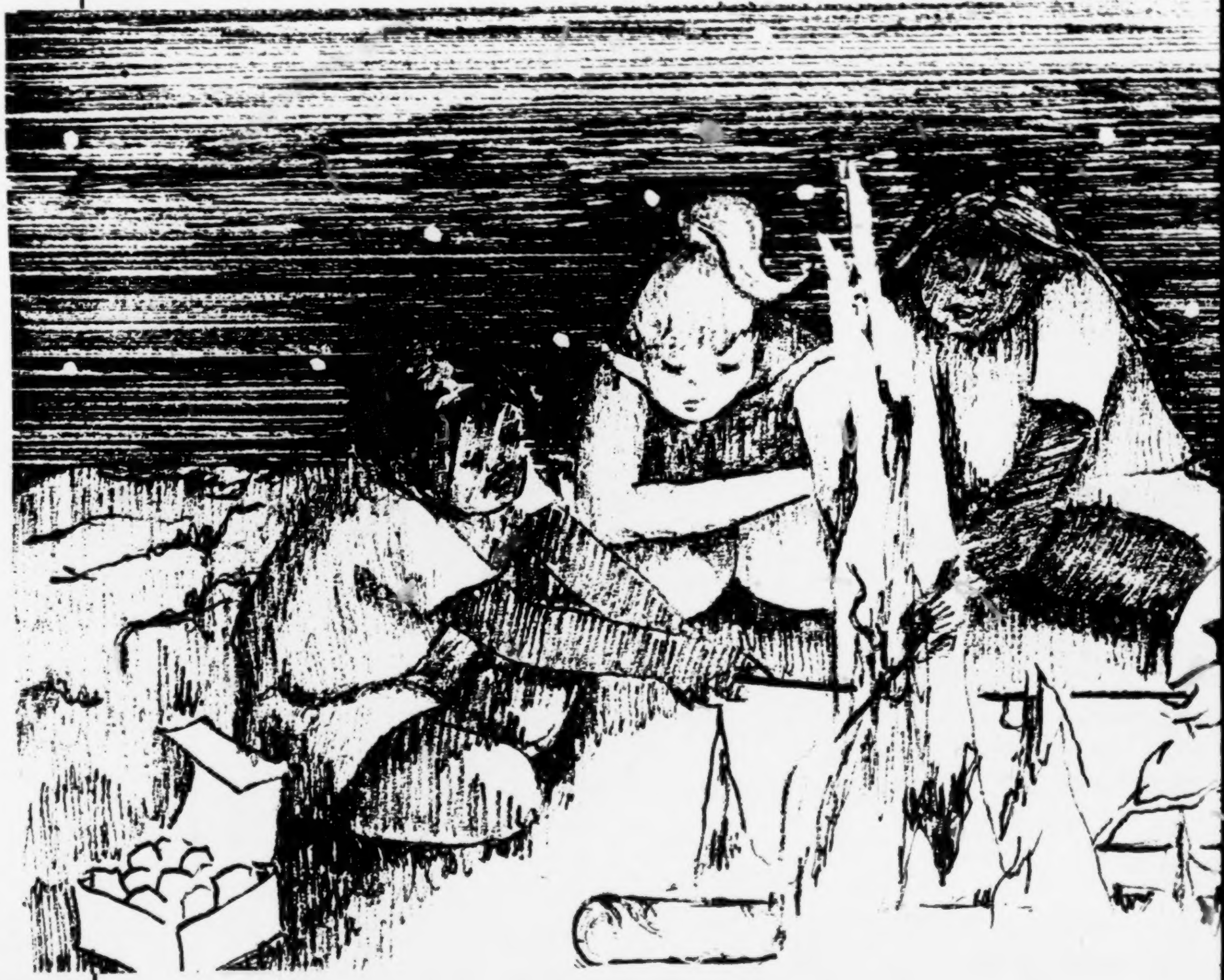
on which will answer unanswered questions.

ve into a new direction later by asking children to add one
gests a surprise happening. The class can then create a
solution. After many group experiences, individuals may
ies. These should be kept brief with only those sentences
the story line directly to its final outcome.

MATERIALS

Picture suggestions, continued:
farm animals feeding
in the pasture
in the barn
in the barnyard
Stories
characters from stories, as;
Hansel and Gretel walking through the woods
Fairy Godmother turning a pumpkin into a carriage

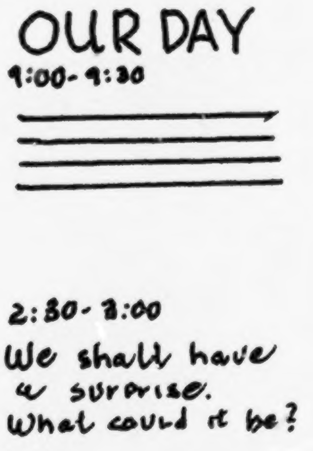
See illustration on following page.

SKILLS	TEACHING PROCEDURES
	
Making An Announcement	Help pupils transfer their skills for answering what, when, where to the process of learning to make announcements. Direct attention to the Teacher-Pupil Daily Chalkboard Plan. Guide children in selecting one listed activity from the plan an they would announce it to another class.

TEACHING PROCEDURES	MATERIALS

eir skills for answering what, when, where, and why questions
earning to make announcements.
Teacher-Pupil Daily Chalkboard Plan.
ecting one listed activity from the plan and in thinking of how
e it to another class.

Teacher-pupil daily plan
Felt-backed word cards:
  what?
  when?
  where?
  why?
Flannel board

SKILLS	TEACHING PROCEDURES
	Encourage sequential thinking by reminding the children to answer they answered during their picture reading activity - what? wh  OUR DAY 9:00-9:30 2:30-3:00 We shall have a surprise. What could it be? Example of pupil's announcement. We shall have a surprise today at 2:30. The surprise will happen in our library during story hour.
Making Introductions	* Use role-playing situations. Ask pupils what they would want to do if they brought Mother or Develop an understanding of the importance of helping their pare their teacher or schoolmates. Lead pupils to understand that giving the persons' names and telling is helpful. Explain that when we do this we are introducing our friends or maki

TEACHING PROCEDURES

inking by reminding the children to answer the same questions their picture reading activity - what? when? where? why?

OUR DAY
9:00-9:30

2:30-3:00
We shall have
a surprise.
What could it be?

ouncement.
surprise today at 2:30.
ll happen in our library during story hour.

s.
would want to do if they brought Mother or a friend to school.
ing of the importance of helping their parents or friends know
hoolmates.
nd that giving the persons' names and telling a little about them

this we are introducing our friends or making an introduction.

MATERIALS

Picture of an adult and two children conversing

Tape with introduction:
Mother, this is my friend, Mary Brown.
She just moved in the house down the street.

SKILLS	TEACHING PROCEDURES
	• Show a picture of two children and an adult facing each other. Play a tape of a possible conversation. Divide the class into three groups. Have them listen to find out: what the introducer said what the parent said what words the friend used. Help pupils realize that the introducer mentioned Mother first, then name and told something about her. Have pupils understand that Mother tried to make the new child fe nice inside). Ask: "What polite words did the friend use? How did the friend know what to call Mother?" Select a child from each group to role-play making a similar intro Permit several groups of children to practice making this kind of i Evaluate pupils' ability to call the proper name first and to make p responses. Build a list of friendly comments which could be used during introd Include expressions, such as: "How do you do,__________" "I'm very glad (happy, pleased) to meet you." "Hello,__________ "How are you?" "I hope I'll see you again." Provide many opportunities for practicing situations patterned afte presented before moving on.
Building Skills of Conversation	Use thought stimulators. Bring a group of eight or ten children together in a circle or semic Present an object, or picture, or make a remark of interest to sti from the children. Encourage pupils to share personal experiences which come to mi the picture or object or listen to comments of others.

TEACHING PROCEDURES

ildren and an adult facing each other.
e conversation.
ree groups.
l out: what the introducer said
what the parent said
what words the friend used.
the introducer mentioned Mother first, then gave the friend's
hing about her.
that Mother tried to make the new child feel comfortable (or

ls did the friend use?
l know what to call Mother?"
n group to role-play making a similar introduction.
of children to practice making this kind of introduction.
to call the proper name first and to make polite and friendly

comments which could be used during introductions.
ch as: "How do you do, __________"
pleased) to meet you." "Hello, ________"
e I'll see you again."
ities for practicing situations patterned after the introduction
ving on.

r ten children together in a circle or semicircle.
picture, or make a remark of interest to stimulate comments

are personal experiences which come to mind as they look at
t or listen to comments of others.

MATERIALS

Taped introduction, continued

Hello, Mary.
I'm very happy to know you're one of our neighbors.

How do you do, Mrs. Jones.

Tape recorder

Suggested situations for further practice:

A child introduces her friend to her teacher, Mrs. Smith.

Mary Brown wants to take music lessons. The child introduces her to Miss Day, a music teacher.

A boy introduces a friend to his big brother.

Suggested objects:
- gyroscope
- magnet
- binoculars
- camera
- thermometer
- tropical fish
- driftwood

SKILLS	TEACHING PROCEDURES
	Remind pupils to adjust their voices to the size of the group. Direct questions to any pupils who hesitate about joining in the conversati Discontinue conversation after a short time. Explain that when two or more persons share friendly ideas, they are hav versation. Evaluate by asking questions, such as: What did we do to be sure that everyone participated? Did everyone contribute? What were some of the questions that were asked? Were the questions good ones in that they asked for (more) informa they cause the repetition of information? What ideas grew from the first thought? How did we show we were listening when others were speaking? How can we improve our next conversation? Help children formulate simple rules of conversation: All should help. Questions and thoughts shared should come after listening t to others. Guide children in developing an awareness of the value of the exchang acceptance of other's ideas, making a personal contribution, being int others and taking turns. Provide numerous guided opportunities which enable pupils to handle co comfortably. Use terms, such as: "Excuse me" "Your idea reminds me of . . . ." "I beg your pardon, but . . . . ." Encourage pupils to imitate as they converse.

ACHING PROCEDURES

oices to the size of the group.
vho hesitate about joining in the conversation.
a short time.
persons share friendly ideas, they are having a con-

uch as:
e that everyone participated?
?
uestions that were asked?
d ones in that they asked for (more) information or did
tion of information?
e first thought?
e listening when others were speaking?
next conversation?

rules of conversation:

ghts shared should come after listening thoughtfully

an awareness of the value of the exchange of ideas,
s, making a personal contribution, being interested in

ortunities which enable pupils to handle conversation

me"
ea reminds me of . . . ."
ur pardon, but . . . . ."
they converse.

MATERIALS

Suggested pictures:
- children at a birthday party
- family at a circus or fair
- camping or picnicking
- visiting the zoo
- children playing
- humorous incidents
- family activities on special days or holidays
- pets

Suggested topics:
- The Best Time I Ever Had
- The Funniest Thing That Ever Happened to Me
- Something New That I Learned
- My Pet
- My Favorite Toy
- The Most Interesting Place I've Visited

Chart paper
Felt pen

SKILLS	TEACHING PROCEDURES
Sharing Concepts and Sensory Impressions of Familiar Places and Experiences	* Use pictures. Display pictures of places with which the children are famili Have children identify the places. Concentrate on one picture at a time allowing pupils to elabor occur in the setting pictured. Invite pupils to describe activities, sounds, and smells whic the place. Structure sentences with subordinate clauses for pupils to imi Example - When I was at the beach, I learned how t Permit enough practice for the class to use the structure easi
Developing Conversational Skills	Incorporate this pattern later into more complex expressi effect and reactions. Example - When I went to the beach, I learned to floa down, but after awhile I learned just to li to float now. Develop other lessons emphasizing activities which are as places and people. Example - When I had a cavity filled, the dentist didn't like the buzzing sound of the drill, s me. It didn't hurt, but I was glad when Select a few pupils at a time. Provide opportunity for them to prepare ideas to share. Point up interesting ideas, sequentially presented, and wor enjoy the contribution.

TEACHING PROCEDURES	MATERIALS
laces with which the children are familiar. y the places. icture at a time allowing pupils to elaborate on activities which ng pictured. ribe activities, sounds, and smells which might be expected in with subordinate clauses for pupils to imitate: When I was at the beach, I learned how to float. ice for the class to use the structure easily. ttern later into more complex expression involving cause and ns. When I went to the beach, I learned to float. At first I kept going down, but after awhile I learned just to lie on the water. I love to float now. ons emphasizing activities which are associated with specific . When I had a cavity filled, the dentist gave me a needle. I didn't like the buzzing sound of the drill, so the dentist talked to me. It didn't hurt, but I was glad when the drilling was over. t a time. for them to prepare ideas to share. g ideas, sequentially presented, and words which made others ution.	Pictures of familiar places: dentist's office grocery store restaurant cafeteria business office carnival site playground beach pool farm zoo circus airport Manila drawing paper Crayons

SKILLS	TEACHING PROCEDURES
	Explain that such contributions help us to be good conversationali Encourage good listening habits by asking classmates to illustrat Evaluate the speaker's skill and the listeners' attentiveness.
	* Use pictures.
Building Vocabulary and Extending Meanings	Display one picture which illustrates a situation filled with dange Example: A little child running out into the street to get he Guide interpretation of the picture by asking questions, as: Is this child in a safe place? Why? Where is he going? Why? What harmful thing could happen to him? Is he in danger? What does the word danger mean to you? Help pupils discover the meaning of danger through logic, context discussion of group and individual ideas on the topic. Guide pupils in thinking of other words that they could use to exp danger, such as: risk, harm, trouble. Explain that when we put ourselves in the way or path of har are in danger." Place another illustration depicting a dangerous situation on displ Ask: "What danger does this picture show? or In what danger is the child in this picture?" Lead pupils to reply: "The child is in danger of being run over by a car. The baby is in danger of falling down the stairs. The boys are in danger of being burned by matches."

TEACHING PROCEDURES

ntributions help us to be good conversationalists.
ening habits by asking classmates to illustrate.
r's skill and the listeners' attentiveness.

which illustrates a situation filled with danger.
little child running out into the street to get her ball.
n of the picture by asking questions, as:
in a safe place? Why?
going? Why?
l thing could happen to him? Is he in danger?
e word danger mean to you?
r the meaning of danger through logic, context of the picture, and
oup and individual ideas on the topic.
nking of other words that they could use to explain the meaning of
: risk, harm, trouble.
we put ourselves in the way or path of harm, we can say, "We

tration depicting a dangerous situation on display.
does this picture show? or
r is the child in this picture?"
y:
in danger of being run over by a car.
n danger of falling down the stairs.
in danger of being burned by matches."

MATERIALS

Illustrations showing:
- children playing in the street
- running between cars
- crossing on the red light
- playing near or with fire
- toys on the stairs

SKILLS	TEACHING PROCEDURES
	Provide ample opportunity for pupils to use danger in daily langu it becomes a part of their speaking vocabulary. Continue building the listening and speaking vocabularies in t Include in the study some of the words suggested here.

Speaking Vocabulary	Listening Vocab
danger	hazard
saw-toothed	collision
axle	caution
risk	risky
safety	thoughtfu
safely	unsafe
accident	accidentl
harm	harmful

Developing Telephone Manners

- Use role-playing.

Discuss acceptable ways of
- answering the telephone
- asking for the desired party
  - handling calls for others in the house
  - handling calls when the person desired is bus
  - handling calls when the caller has the wrong n

Build the following expressions of telephone courtesy, as requi

Hello, this is ____________________	Just a minute, p
	Thank you.
Hello, __________________________	Yes, I'll get___
May I speak to________?	

ACHING PROCEDURES

MATERIALS

for pupils to use danger in daily language experiences until
ir speaking vocabulary.
ning and speaking vocabularies in the manner described.
f the words suggested here.

ary	Listening Vocabulary
	hazard
	collision
	caution
	risky
	thoughtful
	unsafe
	accidently
	harmful

Two practice telephones or teletrainer

he telephone
he desired party
alls for others in the house
alls when the person desired is busy or out
alls when the caller has the wrong number.
ions of telephone courtesy, as required:
______________ Just a minute, please
Thank you.
______________ Yes, I'll get__________.
____?

SKILLS	TEACHING PROCEDURES
	I'm sorry. May I take a message? Would you like to leave a message? Yes, please.
	Provide opportunity for pupils to role-play each situation using acc and responses. Build an understanding of the importance of family responsibility a maintaining a quiet home when their telephone is in use. Invite pupils to explain why it is better to go to a person to relay a bellow the message from a distance.
Conversing Using the Telephone to Express Questions and Statements	* Use practice telephones.
	Distribute drawing paper and crayons. Ask pupils to fold their papers in half. Direct them to use one half of the paper to draw one of the toys they s a box around the dangerous part of the toy. Tell them to use the other half of the paper to draw the same toy p place.
	Review quickly telephone procedures and manners. Explain to the pupils that today they may telephone a friend and hold a Instruct each pupil to call and extend the proper greeting. Structure these questions as conversation guides. "Mary, what's your favorite toy? Are you careful when you use it? Why?" or "How do you use it?" Point out that each person having this conversation is to ask and get a re questions from his telephone partner.

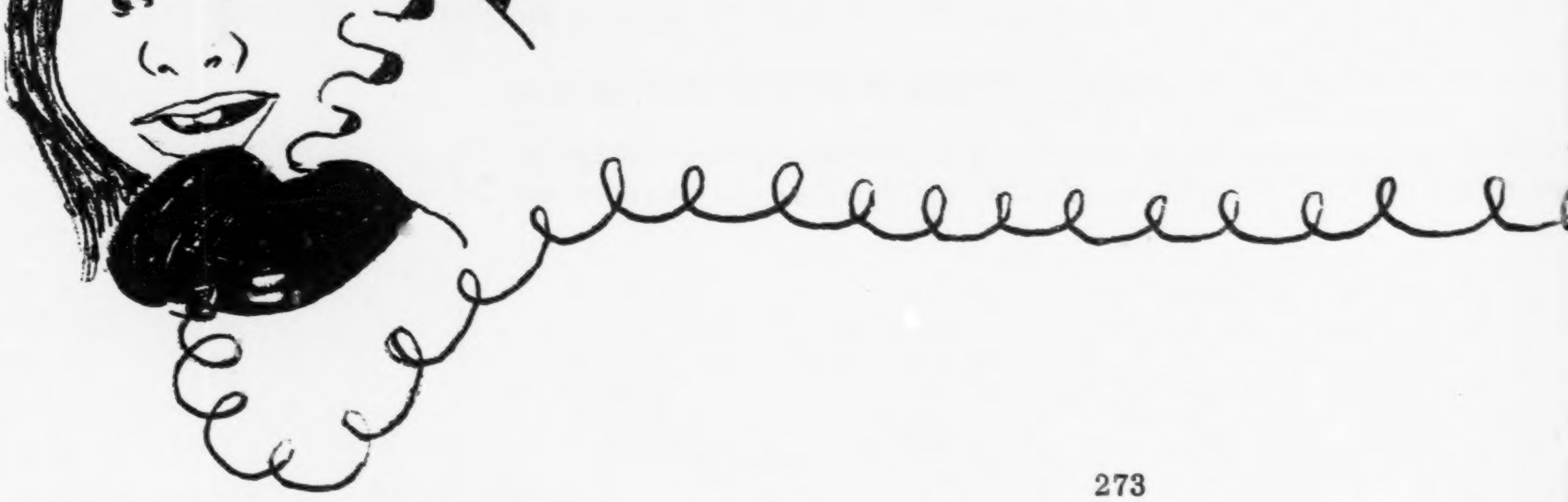
TEACHING PROCEDURES	MATERIALS
I'm sorry. May I take a message? Would you like to leave a message? Yes, please.	
pupils to role-play each situation using acceptable questions	
of the importance of family responsibility and cooperation in ome when their telephone is in use. why it is better to go to a person to relay a message than to rom a distance.	
	Drawing paper Crayons
r and crayons. papers in half. alf of the paper to draw one of the toys they studied and to put gerous part of the toy. ther half of the paper to draw the same toy put away in a safe	Two practice telephones Telephone prompter cards See pages 258-262 for related lessons.
rocedures and manners. oday they may telephone a friend and hold a conversation. and extend the proper greeting. s conversation guides. favorite toy? n you use it? Why?" " having this conversation is to ask and get a reply for these phone partner.	

SKILLS	TEACHING PROCEDURES
	Allow pupils to practice asking the questions in unison. Ask pupils to use their drawings to help them think of the answers they Permit children a short period in which to formulate their responses. Listen, as a group, to a sample of answers from some of the pupils befo phone session begins. Place the written questions in view of members of the class and begin t session. Afford every pupil the opportunity to communicate by telephone with anot of the class. It may be wise to break the telephone session into several periods

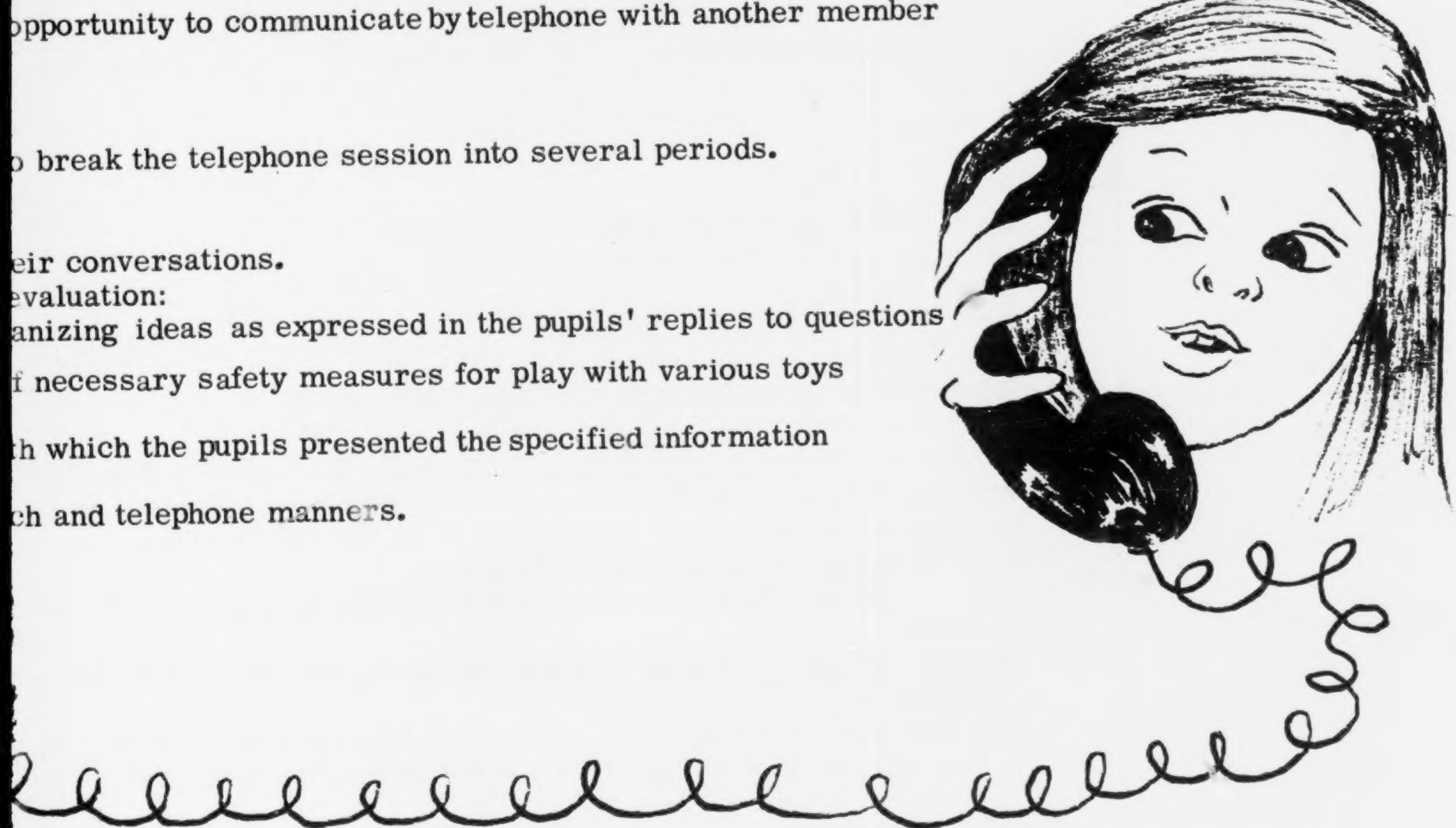
Help pupils evaluate their conversations.

Emphasize during the evaluation:

- the skill of organizing ideas as expressed in the pupils' replies
- the awareness of necessary safety measures for play with variou
- the accuracy with which the pupils presented the specified informa
- the pupils' speech and telephone manners.



TEACHING PROCEDURES	MATERIALS
e asking the questions in unison. drawings to help them think of the answers they plan to give. t period in which to formulate their responses. a sample of answers from some of the pupils before the tele- s. tions in view of members of the class and begin the telephone pportunity to communicate by telephone with another member o break the telephone session into several periods. eir conversations. evaluation: anizing ideas as expressed in the pupils' replies to questions f necessary safety measures for play with various toys h which the pupils presented the specified information ch and telephone manners.	



SKILLS	TEACHING PROCEDURES
Using Me Correctly	Use oral language games. Ask each of ten children to select something to share during th Ask one child to present his item to the teacher. Thank him for his thoughtfulness. Say: "John gave me a ____(name the item)____." Ask: "What little word did I use in place of my name?" Have the other nine children present their objects to nine mor Guide each child receiving, in accepting graciously and in st gave him. * Give each of ten children two like objects. Ask a child with two pencils to give one to you. Thank the child. Say: "Mary gave a pencil to me." "Mary gave me a pencil." Guide pupils in realizing that either may be used. Return the pencil. Select as a friend a child who is less likely to be chosen readil Ask the child with two pencils to present one to your friend and Express appreciation and permit the friend to do the same. Say: "Mary gave pencils to Betty and me." Ask pupils to tell whom the teacher named last, and the wor name. Permit the nine children with two items apiece to present the children. Ask one child, in each of the pairs receiving objects, to follow t teacher for accepting items and for stating what the person him.

TEACHING PROCEDURES

to select something to share during the lesson.
his item to the teacher.
tfulness.
(name the item) ."
id I use in place of my name?"
ren present their objects to nine more children.
ing, in accepting graciously and in stating what the person

two like objects.
cils to give one to you.

il to me."
encil."
that either may be used.

d who is less likely to be chosen readily by classmates.
encils to present one to your friend and one to you.
d permit the friend to do the same.
to Betty and me."
n the teacher named last, and the word used in place of the

n with two items apiece to present them to various pairs of

f the pairs receiving objects, to follow the pattern set by the
g items and for stating what the person gave his partner and

MATERIALS

Ten pairs of similar objects:
- pencils
- erasers
- papers
- crayons
- rulers
- books
- small balls
- other safe toys
- napkins
- plastic fruits

SKILLS

Following A Pattern Designed to Attune Ears to the Past Tense of Verbs and Correct Use of Me

TEACHING PROCEDURES

* Use pictures.

Display pictures in which one person is interacting with on
Pretend to be in the picture.
Create sentences using words, such as:

took me	took John and m
gave me	gave Linda and
looked at me	looked at Spot a
came to me	came to my sist
bought me	bought my broth
brought me	brought Michael
sent me	sent Mother and
called me	called Sharon a
saw me	saw my friend a
told me	told my father a
taught me	taught Jim and

Ask pupils to repeat each sentence so that use of the correc of me become habitual.
Distribute new pictures.
Ask each pupil to pretend to be in a picture and to tell what h

Use the same pictures at a later time to help children use th

Employ a similar technique to give practice in correct us them.

TEACHING PROCEDURES	MATERIALS
ch one person is interacting with one or more persons. ure. words, such as: took John and me gave Linda and me looked at Spot and me came to my sister and me bought my brother and me brought Michael and me sent Mother and me called Sharon and me saw my friend and me told my father and me taught Jim and me	Pictures of everyday situations involving two or more persons See pages 229 and 230.
ch sentence so that use of the correct verb form, and the use al.	
d to be in a picture and to tell what happened to him.	
t a later time to help children use the pronouns, him and her.	
nique to give practice in correct use of the pronouns, us and	

SKILLS	TEACHING PROCEDURES

Developing Party Manners

* Use role-playing situations.

Display boxes wrapped like presents.
Ask pupils to guess on what special occasion they might s
Say: "Pretend you have been invited to a birthday party.
The person who invited you to the party is called a hos
to the party are guests.
Let pupils suggest ways in which the hostess can welcome
happy.
Play a tape which includes courteous expressions, such a
Hello,____________________
Please come in.
I'm glad to see you,____________
I'm happy that you came to my party,__________.
May I take your coat? (if the weather requires one

and appropriate responses, as:
Hello,______________________
Happy birthday!
I'm so glad to see you!

Here is some
I brought you
I hope you li

EACHING PROCEDURES

ke presents.
at special occasion they might see these things.
een invited to a birthday party.
ted you to the party is called a host or hostess; those coming
sts.
n which the hostess can welcome guests and make them feel

s courteous expressions, such as:
____

, __________.
came to my party, __________.
at? (if the weather requires one)

sponses, as:
, __________ Here is something for you.
I brought you a present.
you! I hope you like it.

MATERIALS

Boxes wrapped like birthday gifts
Tape and tape recorder

SKILLS	TEACHING PROCEDURES
	Ask children to select a hostess or host. Let a number of pupils role-play coming to a birthday party with gifts. Provide napkins and a tray with paper cups and plates. Suggest that pupils pretend that they have enjoyed themselves at a party, ar time for refreshments. Let pupils tell what would probably be on the plates and in the cups. Ask children to tell what they should do with their napkins. Explain that on occasions when food is served it is gracious to eat polite pleasantly to neighbors. Ask what a hostess can say to make sure her guests have enough: Will you have some more____________? May I get you more____________? Would you like some more____________? Help pupils realize that greedy guests are not polite, but that if somethi pecially good and they wish more, they may ask for a second serving. Help with polite words to use when asked to have a second helping: Thank you. No, thank you. Yes, please. Let pupils place napkins, plates, and cups on their desks. Ask children to pretend that they have imaginary food and imaginary spoo Allow children to show what to do with napkins before and after eating. Let one pupil pantomime eating a small portion at a time and sipping punc Invite several children to show when to talk while enjoying refreshments.

TEACHING PROCEDURES

a hostess or host.
; role-play coming to a birthday party with gifts.

tray with paper cups and plates.
etend that they have enjoyed themselves at a party, and it is now
nts.
uld probably be on the plates and in the cups.
at they should do with their napkins.

ions when food is served it is gracious to eat politely and talk
bors.
n say to make sure her guests have enough:
ome more____________?
ore____________?
some more____________?
at greedy guests are not polite, but that if something was es-
hey wish more, they may ask for a second serving.
to use when asked to have a second helping:

ns, plates, and cups on their desks.
d that they have imaginary food and imaginary spoons.
what to do with napkins before and after eating.
me eating a small portion at a time and sipping punch.
n to show when to talk while enjoying refreshments.

MATERIALS

Napkins
Tray
Paper cups
Paper plates

SKILLS

TEACHING PROCEDURES

Encourage children to make pleasant comments on what they are eating.
Have all children pantomime eating at a party.

* Play a tape designed to present expressions which might be used at the en
Develop use of expressions, such as:
I enjoyed your party.
I'm so glad you came.
Thank you for coming.
Thank you for inviting me to your party.
I had a good (wonderful) time!
Thank you for the__________.
I'm glad you like it.
Goodbye!
Provide opportunity for pupils to role-play leaving a party.

Use real experiences.

Have children plan a class party.
Have them select a committee to act as hosts and hostesses.
Guide the committee in taking charge of refreshments, in planning severa
ties, and in planning to remain after the rest of the children leave in or
up.
Encourage pupils to practice their good manners at the party.

HING PROCEDURES	MATERIALS
easant comments on what they are eating. ating at a party.	
expressions which might be used at the end of a party. ich as: ne to your party.) time! _____.	Taped demonstration of courteous behavior at the end of a party
s to role-play leaving a party.	
rty. e to act as hosts and hostesses. charge of refreshments, in planning several fun activi- nain after the rest of the children leave in order to clean their good manners at the party.	

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with the o
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WRITING **Create Opportunities for Effective Written Communicat**

SKILLS	TEACHING PROCEDURES

Motivating Written Reports

Use an illustration depicting a child amicably engaged in an activity

Invite pupils to study the picture to discover its meaning.
Have the pupils use the pictured ideas as a springboard to recal
personal experiences with a friend.
Encourage the class to share information concerning one friend a
Explain that they are preparing to write the same information th

Using an Outline to Organize Ideas

Guide the class in organizing thoughts by following a simple outli
1. Tell your name.
2. Tell your friend's name.
3. Tell the fun that you had with your friend.

Example:
My name is______.
Joan Johnson is one of my friends.
When Joan comes to my house, we________.

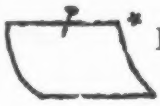
Ask pupils to increase the interest level of their reports by usin
their sentence structure, especially in sentence beginnings.
Elicit class suggestions for sentences which demonstrate variet
in response to topic one of the outline
Extend the scope of the information as pupil skill develops to inc
4. Describe your friend.
5. Tell why you like your friend.
Provide an opportunity for the class to present short talks which
first three topics of the outline.
Guide pupils in using the outline to organize their thoughts in th
sequence before speaking to the class.

reate Opportunities for Effective Written Communication. **LEVEL TWO**

TEACHING PROCEDURES	MATERIALS
epicting a child amicably engaged in an activity with a friend. udy the picture to discover its meaning. se the pictured ideas as a springboard to recall enjoyable ences with a friend. ass to share information concerning one friend and themselves. are preparing to write the same information that they are sharing. n organizing thoughts by following a simple outline, such as: ame. riend's name. that you had with your friend. s ______. on is one of my friends. comes to my house, we ________. rease the interest level of their reports by using variety in tructure, especially in sentence beginnings. estions for sentences which demonstrate variety of structure opic one of the outline of the information as pupil skill develops to include: our friend. ou like your friend. tunity for the class to present short talks which follow the s of the outline. sing the outline to organize their thoughts in the suggested c speaking to the class.	Illustrations depicting one child amicably engaged in a fun activity with another child Chart paper Felt pen Pencils, soft and dark Writing paper

SKILLS	TEACHING PROCEDURES
	Remind pupils to speak and write about themselves last, when th topic of the outline.
Using Pronouns Correctly	Lead pupils to avoid repetition of proper names by using the pron and I. Plan additional practice of this skill to precede oral and written re Example: Harry is my friend. He and I enjoy playing ball together. We enjoy playing ball together. Help pupils to determine that a pronoun is a word that is used in word called a noun. Ask the pupils to think of friends' names and activities they desire paper as an aid when they write their reports. Suggest that they think of other aids, such as class-made diction phonetic clues, and readers, to ease their writing problems. Place the word chart in a focal reference point in the room; have th writing materials and begin their reports.
Proofreading Written Reports	Use an overhead projector. Review the proper use of capital letters and periods. Place on the stage of the overhead projector a sample report whi takes. Explain that the purpose of the lesson is to help everyone check h identify his own mistakes. Invite the class to proofread with you and suggest corrections as req letters and periods.

TEACHING PROCEDURES	MATERIALS
ak and write about themselves last, when they reach the third . repetition of proper names by using the pronouns he, she, we, ce of this skill to precede oral and written reports. my friend. enjoy playing ball together. y playing ball together. nine that a pronoun is a word that is used in place of a naming . k of friends' names and activities they desire recorded on chart en they write their reports. nk of other aids, such as class-made dictionaries, word lists, d readers, to ease their writing problems. in a focal reference point in the room; have the pupils get their and begin their reports.	
or. e of capital letters and periods. f the overhead projector a sample report which contains mis- pose of the lesson is to help everyone check his own paper and istakes. oofread with you and suggest corrections as required for capital s.	Overhead projector Screen China marking pencil Sample written report Art materials for illustrations

SKILLS	TEACHING PROCEDURES
	Make necessary corrections of the sample report on the stag jector with a china marking pencil. Have the report reread to check the use of pronouns, sent proper sequence of ideas as suggested by the outline. Permit a pupil to volunteer his own paper to be proofread by t Summarize with the class the kinds of mistakes for which the proofread their own papers. Give each pupil his report to proofread, then have papers exc check. Collect all papers to review before pupils rewrite them. Provide materials for illustrations after the reports are rev Compile stories and make a class book.
	 * Pupils may write reports about experiences that they and read. Guide pupils to try to choose topics in wh and knowledgeable, and which would interest others.
Using Prepositional Phrases	Use groups of pictures. Classify and display two groups of pictures; places and types c Have pupils explain the basis of the classification. Point to the group of place pictures. Ask: "Why are these pictures grouped together? In what way are they alike?" Guide pupils to determine the basis for grouping for each set

TEACHING PROCEDURES

MATERIALS

orrections of the sample report on the stage of the overhead pro-
ina marking pencil.
eread to check the use of pronouns, sentence structure, and the
of ideas as suggested by the outline.
olunteer his own paper to be proofread by the class.
class the kinds of mistakes for which they must be alert as they
own papers.
report to proofread, then have papers exchanged for a final pupil

to review before pupils rewrite them.
for illustrations after the reports are rewritten by the children.
nd make a class book.

write reports about experiences that they have seen, had, heard,
. Guide pupils to try to choose topics in which they are interested
vledgeable, and which would interest others.

s.

ay two groups of pictures; places and types of transportation.
in the basis of the classification.
of place pictures.
ese pictures grouped together?
are they alike?"
termine the basis for grouping for each set of pictures.

Pictures:

Places	Dwellings
beach	motel
ranch	hotel
big city	lodge
farm	cottage
camp site	farmhouse
foreign country	tent

SKILLS	TEACHING PROCEDURES
	Select one picture from each set and place them in this sequence: 1. place 2. type of transportation Example: big city bus Point to picture one. Ask: "Where did you go?" Expected answer: "I went to a big city." Record this response (and the one to the next question) on the chal Point to picture two. Ask: "How did you go?" Expected answer: "I went by bus." (Accept "on the bus.")
Avoiding Unnecessary Repetition of Words	Direct pupils to read the two answers several times to detect words ed. (I went) Ask the class to think of a way to put the two ideas into one sentence I went.
Building Sentences With Prepositional Phrases	Cross out I went in the second sentence, if pupils require a more c Guide pupils to develop this sentence structure: I went to a big city by bus. Use the same place picture, but have pupils select a different form picture. Example: big city train Ask pupils to build one sentence which tells two ideas and wh questions: "Where did you go? How did you go?" Example: I went to a big city by train. Invite a pupil to record this sentence on the chalkboard.

TEACHING PROCEDURES

each set and place them in this sequence:
. type of transportation

bus

?"
"I went to a big city."
nd the one to the next question) on the chalkboard.

"
"I went by bus." (Accept "on the bus.")
two answers several times to detect words which are repeat-

a way to put the two ideas into one sentence without repeating

second sentence, if pupils require a more concrete situation.
this sentence structure:
y by bus.
ture, but have pupils select a different form of transportation

train
ne sentence which tells two ideas and which answers these

go?
"

ty by train.

this sentence on the chalkboard.

MATERIALS

Types of Transportation
- bus
- plane
- train
- car
- trailer
- station wagon
- steamship

Labels for each picture

SKILLS	TEACHING PROCEDURES
	Have the sentence proofread by the class to insure correct c quence, and punctuation. Remind pupils to use the labels under the pictures as writing Ask the children to use the two sets of pictures to construct contain prepositional phrases, to tell the kind of transporta Provide writing materials after reminding pupils to think thei the end before attempting to write them.
Composing More Complex Sentences	Continue lessons to develop use of prepositional phrases. Include the use of the third set of pictures depicting dwellings. Example: Point to the picture of a hotel. Ask: "Where did you stay?" Expected answer: "I stayed in a hotel." Guide pupils in discovering that stayed in a hotel may be sentences by using the word and. Examples: I went to a big city by bus and stayed in a hotel. I went to the beach by car and stayed in a cottage. I went to a ranch by train and stayed in a lodge. My family went to the farm in a station wagon and staye Encourage pupils to use a variety of nouns and verbs as: went to, visited, traveled to, journeyed to stayed, lived, lodged Involve the class in the process of compiling edited writings. Suggest the fun and value of making booklets with interesting c Encourage and compliment the wise use of free time when pu any facet of writing activities. Involve pupils in the enjoyment of hearing and reciting poems sitional phrases, such as, "Rides."

TEACHING PROCEDURES	MATERIALS
ead by the class to insure correct capitalization, word se- n. abels under the pictures as writing aids. he two sets of pictures to construct other sentences, which hrases, to tell the kind of transportation used. after reminding pupils to think their sentences through to ing to write them. p use of prepositional phrases. d set of pictures depicting dwellings. the picture of a hotel. ?" 'I stayed in a hotel." ring that stayed in a hotel may be added to their simpler word and. by bus and stayed in a hotel. by car and stayed in a cottage. train and stayed in a lodge. he farm in a station wagon and stayed in a farmhouse. variety of nouns and verbs as: aveled to, journeyed to ed rocess of compiling edited writings. of making booklets with interesting covers and titles. nt the wise use of free time when pupils use it to engage in tivities.	
oyment of hearing and reciting poems which contain prepo- as, "Rides."	Refer to: Jacobs, Leland B., and Turner, Jo Jasper. Happiness Hill. Columbus, Ohio: Charles E. Merrill Books, 1960. p. 8.

SKILLS | TEACHING PROCEDURES

Developing a Group Story (Paragraph Form)

Use a stuffed animal toy.

Place a well-used, large stuffed animal toy with a banda

Comment expressively about it as though it were a real bei

Example:

"Oh my, I wonder who this could be?
What do you think happened to him?"

Encourage pupils' flights of fancy and imaginative response

Ask: "Do you think we could write a short story about him
What do you think he would tell us about himself?"

Organizing Around Who, When, What, Where, Why

Remind pupils that most stories tell: who, when, what, whe

Invite them to begin with when and who.

List pupils' ideas on the board.

Example:

When	Who
Last night	a little brown be
One day	a big stuffed bea
When he was outdoors	Teddy Boy
While he was outside	Fuzzy Brown Be
One bright, sunny day	a bear

Capitalizing Special Names (Proper Nouns)

Clarify the need for capitalizing proper nouns, such as Tedc

Experiment with combinations of these phrases with the c choice of one of each.

Record their decisions on the board.

Example:

One bright, sunny day Fuzzy Bear. . .

Ask pupils their ideas about what happened to Fuzzy Bear a

Place their ideas on the chalkboard.

What	Where
fell	from the window on the seco
fell	into the trash can under the

TEACHING PROCEDURES

py.
ı, large stuffed animal toy with a bandaged leg before the class.
vely about it as though it were a real being,

I wonder who this could be?
you think happened to him?"
flights of fancy and imaginative responses.
k we could write a short story about him?
think he would tell us about himself?"
most stories tell: who, when, what, where, and why.
n with when and who.
on the board.

When	Who
t night	a little brown bear
day	a big stuffed bear
n he was outdoors	Teddy Boy
le he was outside	Fuzzy Brown Bear
bright, sunny day	a bear

r capitalizing proper nouns, such as Teddy Boy.
combinations of these phrases with the children until they make a
f each.
ions on the board.

ht, sunny day Fuzzy Bear. . .
deas about what happened to Fuzzy Bear and where it happened.
on the chalkboard.

Where
from the window on the second floor
into the trash can under the window

MATERIALS

Stuffed animal toy
Writing material for pupils
Chart paper
Felt Pen

Bandage for animal's leg.

SKILLS

TEACHING PROCEDURES

What	Where
fell	out of the auto on a busy street
was stepped on	as he lay on the stairway.
was riding	down the street in Bobby's wagon
was tossed	into the air

Building Up to a Story Climax

Record the pupils' selections next to the beginning of their senten
by the class.

Example: One bright, sunny day Fuzzy Bear was ridin
Bobby's wagon.

Ask: "What happened next?"

Encourage pupils to build their story up to a point of excitement
fying ending.

Follow the suggested procedure until the story is completed and

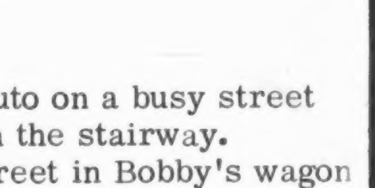
Indenting the First word of a Paragraph

Center the pupils' attention around the shape of the story by outl
chalk.

Example:

One bright, sunny day Fuzzy Bear was ri
in Bobby's wagon. The wagon rolled down the hill s
over. Fuzzy's leg was squeezed under the wagon.
with Fuzzy Bear and put a bandage on his leg.
get well.

Draw a smaller copy of this shape on the board to permit the class to become familiar with the shape of a paragraph.



Ask why the upper left-hand corner is different from the other three corners.

Guide the pupils in realizing that all of their sentences tell abou
Bear, and that a group of sentences about one topic forms a p

Understanding the Word Indent

Teach pupils that the first sentence of a paragraph is set in five s
margin or indented.

TEACHING PROCEDURES

MATERIALS

Where

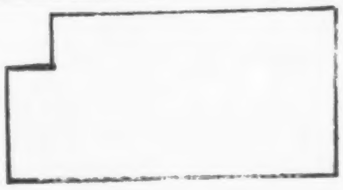
out of the auto on a busy street
ed on as he lay on the stairway.
g down the street in Bobby's wagon
d into the air
selections next to the beginning of their sentence and have it read

One bright, sunny day Fuzzy Bear was riding down the street in
's wagon.
ed next?"
o build their story up to a point of excitement and supply a satis-

d procedure until the story is completed and reread.
attention around the shape of the story by outlining its shape with

One bright, sunny day Fuzzy Bear was riding down the street
Bobby's wagon. The wagon rolled down the hill so fast that it turned
r. Fuzzy's leg was squeezed under the wagon. Bobby rushed home
n Fuzzy Bear and put a bandage on his leg. Fuzzy Bear began to
well.

py of this shape on the
the class to become
e shape of a paragraph. ——



left-hand corner is
he other three corners.
n realizing that all of their sentences tell about one thing - Fuzzy
group of sentences about one topic forms a paragraph.
he first sentence of a paragraph is set in five spaces from the left
ted.

SKILLS

TEACHING PROCEDURES

Provide writing materials for the pupils to copy the story accu content.

Collect papers to correct and use as references for subsequent le

Using Vivid Descriptive Words to Express Sensory Impressions

Use the story and papers from the previous lesson.

Write the original story on chart paper and have it read.

Explain to the class that today they are going to try to make thei interesting by adding colorful, descriptive words and phrases.

Ask the pupils to reread sentence one of the story.

Ask: "How do you think Fuzzy Bear looked or felt as he rode in th

Record their descriptive words on the board.

Fuzzy Bear looked:

excited worried happy fat
sad gay tired light-hea

Revising a Story to Heighten Interest Through Descriptive and Action Words

Write each sentence on the board and substitute or insert descri children's choice.

Follow this procedure with each sentence to help the children learn color to their story.

Suggested adjectives for nouns:

day	wagon	wheels	hill	le
summer	old, metal	bumpy	steep	b
clear, crisp	red	thumping	gentle	in
windy, cold	rickety	rolling	bumpy	da
		wobbling	gradual	

Suggested substitutions for verbs:

riding	rolled	squeezed	rushed
bumping	sped	crushed	hurried
speeding	flew	mashed	ran

EACHING PROCEDURES

s for the pupils to copy the story accurately in form and

and use as references for subsequent lessons.

m the previous lesson.

n chart paper and have it read.
 today they are going to try to make their story even more
olorful, descriptive words and phrases.
entence one of the story.
uzzy Bear looked or felt as he rode in the wagon?"
vords on the board.

orried happy fat
ay tired light-hearted
he board and substitute or insert descriptive words of the

h each sentence to help the children learn to give mood and

ouns:

	wheels	hill	leg
al	bumpy	steep	bruised
	thumping	gentle	injured
	rolling	bumpy	damaged
	wobbling	gradual	

erbs:

olled	squeezed	rushed
ped	crushed	hurried
lew	mashed	ran

MATERIALS

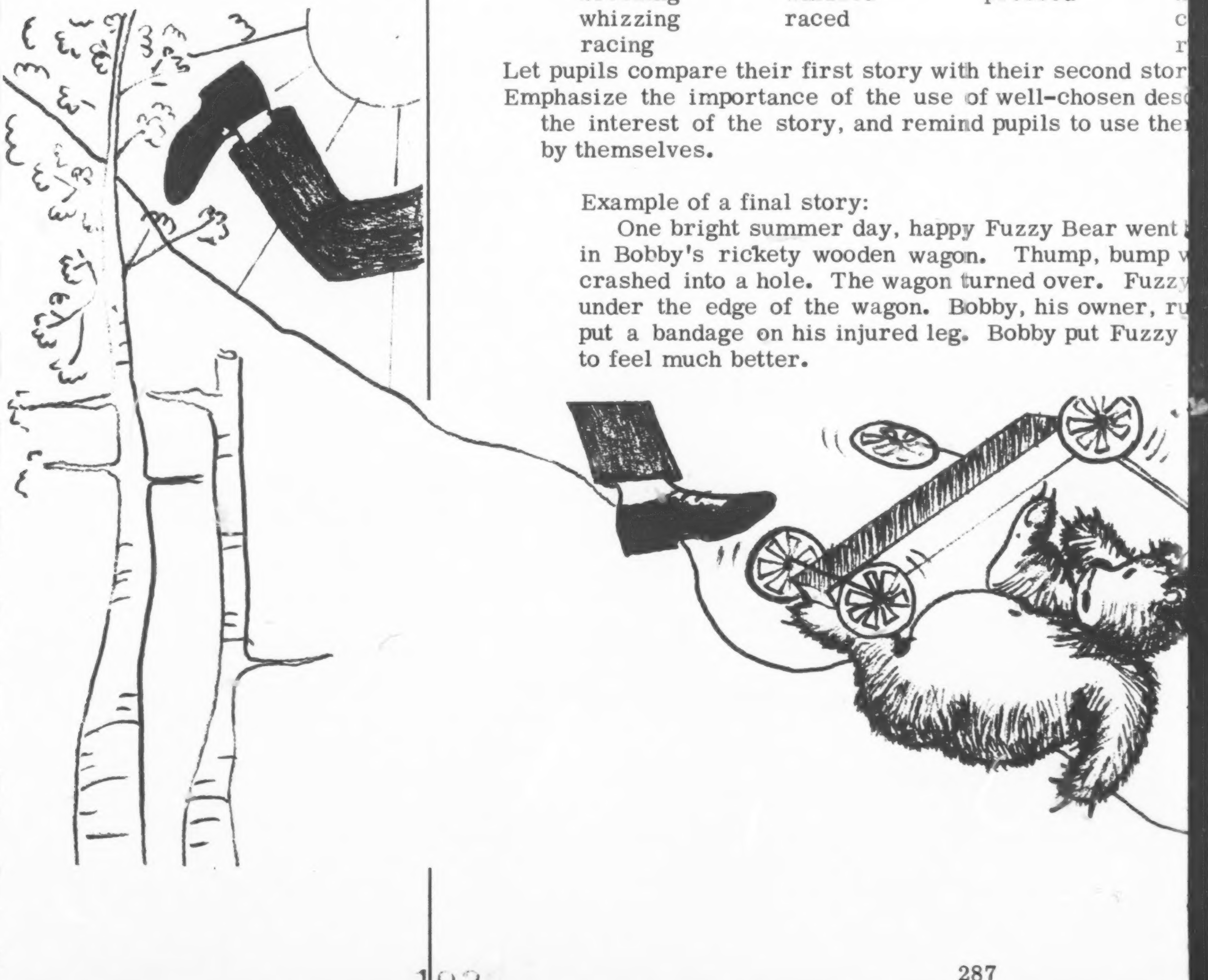
Chart, story from the preceding lesson

breezing	whizzed	pressed	h
whizzing	raced		c
racing			r

Let pupils compare their first story with their second stor
Emphasize the importance of the use of well-chosen des
the interest of the story, and remind pupils to use the
by themselves.

Example of a final story:

One bright summer day, happy Fuzzy Bear went
in Bobby's rickety wooden wagon. Thump, bump w
crashed into a hole. The wagon turned over. Fuzz
under the edge of the wagon. Bobby, his owner, r
put a bandage on his injured leg. Bobby put Fuzzy
to feel much better.



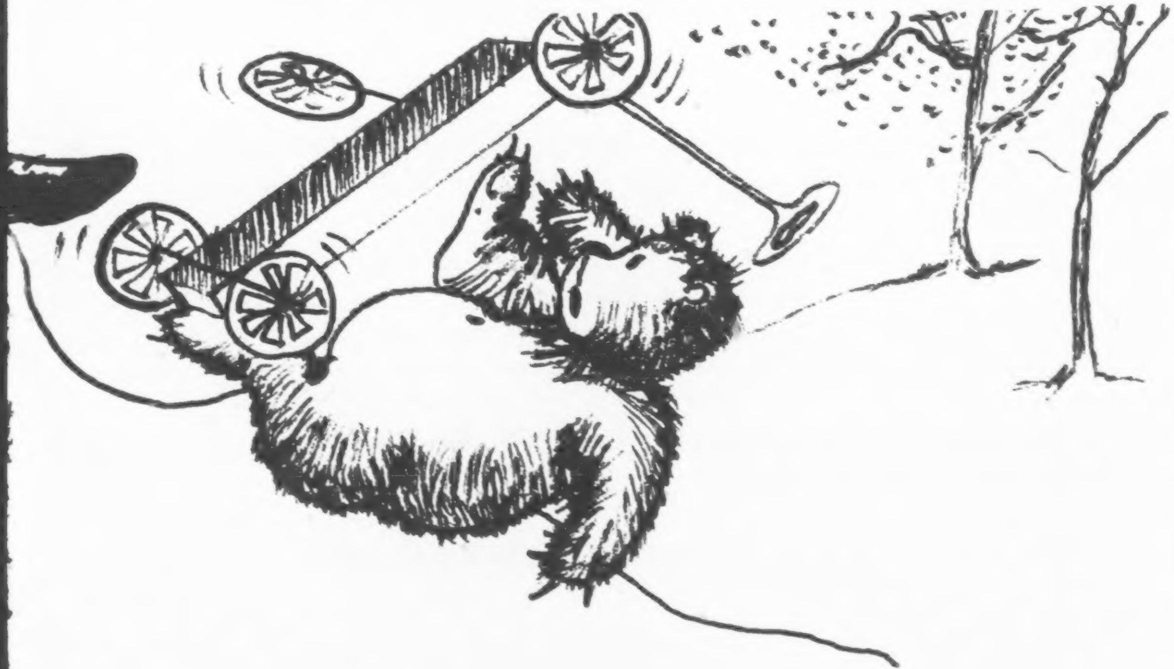
TEACHING PROCEDURES

MATERIALS

whizzed raced	pressed	hastened charged raced

are their first story with their second story.
importance of the use of well-chosen descriptive words to heighten
of the story, and remind pupils to use them when they write stories
s.

of a final story:
right summer day, happy Fuzzy Bear went breezing down a steep hill
's rickety wooden wagon. Thump, bump went the wagon wheel as it
nto a hole. The wagon turned over. Fuzzy Bear's leg was squeezed
edge of the wagon. Bobby, his owner, rushed Fuzzy Bear home to
dage on his injured leg. Bobby put Fuzzy Bear to bed, and he began
ch better.



SKILLS	TEACHING PROCEDURES
Capitalizing the Story Title	Lead pupils to create an appropriate story title and learn the corr of it. Have pupils quickly summarize their findings concerning a parag and capitalizations. Help pupils begin to classify their stories by understanding that th or imaginary (fiction) and about an animal (an animal tale). Expand these understandings in subsequent lessons so that pupils in animal tales, animals talk and act like people. * Allow pupils to improve their own writing of stories by cussing stories written by others. They may compare s many stories. Classroom library books offer a valuable so
Exploring for Variety in Sentence Structure	Use the pin board and descriptive word cards which may be combine by pupils to explore the possibilities for sentence variations. Examples: The boys whizzed down the street on their sh Down the street the boys whizzed on their ne The boys, on their shiny, new bicycles, whizze * Encourage pupils to write stories in which there are an increased characteristics. Suggest that stories be built around good fairies, bad fairies, tal speaking inanimate objects. Stories should be kept short with limited dialogue.

ACHING PROCEDURES	MATERIALS
priate story title and learn the correct capitalization	
e their findings concerning a paragraph, indentation,	
eir stories by understanding that this story is untrue out an animal (an animal tale). subsequent lessons so that pupils will realize that k and act like people.	
rove their own writing of stories by studying and dis- by others. They may compare story beginnings of m library books offer a valuable source for analysis.	
e word cards which may be combined with other words sibilities for sentence variations.	Word cards for sentence building Many descriptive words
hizzed down the street on their shiny, new bicycles. treet the boys whizzed on their new, shiny bicycles. n their shiny, new bicycles, whizzed down the street.	Word cards to substitute when capital letters are needed Cards with punctuation marks
ies in which there are an increased number of fanciful	
around good fairies, bad fairies, talking animals, and .	
hort with limited dialogue.	

SKILLS	TEACHING PROCEDURES
Preparing to Write Book Reports	Use a story that has been enjoyed by the class, such as "Andy an Invite pupils to express their reactions to the story. Guide them in following the sequence of an oral book re cussion.
Correlating the Oral Report with the Written Report	Have recalled the information told in an oral book report. Example: Tell the title of the story Give the name of the author. Tell something about important characters in th Tell an interesting part of the story. Explain why you liked the story. If book reports are being used to stimulate interest in inc is wise to caution pupils not to defeat the purpose of th an exciting solution to a problem or situation in the s describe the dilemma, but leave the solution to be discov through their independent reading.
Recognizing the Title and the Author	Show pupils the two locations of the title of the book–the front cove Have the title and the name of the author read by the class. Direct attention to the words in the title that are capitalized. Allow pupils to state the reason for the capitalized title. Draw attention to the article the and the conjunction and which
Capitalizing the Title and the Author	Help pupils understand that we capitalize the first word, the last portant word in a title. Have pupils identify the first word and the last word of the title Ask which words are not considered important and have them id

TEACHING PROCEDURES	MATERIALS
njoyed by the class, such as "Andy and the Lion."	Daugherty, James. Andy and the Lion. New York: Viking Press, 1938.
ss their reactions to the story. ving the sequence of an oral book report during the dis- ormation told in an oral book report.	Chart paper Felt pen Writing material for pupils
le of the story me of the author. hing about important characters in the story. eresting part of the story. y you liked the story.	
being used to stimulate interest in independent reading, it pupils not to defeat the purpose of the program by telling ion to a problem or situation in the story. The pupil may mma, but leave the solution to be discovered by the children ependent reading.	
ns of the title of the book–the front cover and the title page. of the author read by the class. ds in the title that are capitalized. ason for the capitalized title. cle the and the conjunction and which are not capitalized. we capitalize the first word, the last word, and each im- rst word and the last word of the title, Andy and the Lion. onsidered important and have them identified.	

SKILLS	TEACHING PROCEDURES
	Review quickly the capitalization of the author's name and allo the title and author on the board. Select proofreaders to compare the children's copy with the book Give additional practice to secure this point with the class. Ask: "Which words in these titles should we capitalize?" hansel and gretel the town mouse and the country mouse snow white the egg tree caps for sale millions of cats Have the pupils discuss each title and place capital letters whe Clarify the reason for the use of small letters for and, of, the, fo they are not the first word of the title. Advise pupils to copy the story title and author's name exactly cover or title page of the book when they write book reports. Provide study sheets with story titles in small letters which the p by placing capital letters as required. Give added practice by permitting each child to select one or two which he is to copy accurately the title and the author's name Add the words title, author, and book report to the class dictiona Help children understand that persons who write stories therefore the children are authors because they have w

TEACHING PROCEDURES	MATERIALS
alization of the author's name and allow the pupils to copy the board. mpare the children's copy with the book. o secure this point with the class. ese titles should we capitalize?" hansel and gretel the town mouse and the country mouse snow white the egg tree caps for sale millions of cats each title and place capital letters where they are needed. e use of small letters for and, of, the, for, in, and by, when word of the title. e story title and author's name exactly as it appears on the the book when they write book reports. h story titles in small letters which the pupils are to correct ers as required. ermitting each child to select one or two library books from ccurately the title and the author's name. or, and book report to the class dictionary. erstand that persons who write stories are called authors, hildren are authors because they have written stories.	Library books Study sheets Writing materials

SKILLS	TEACHING PROCEDURES
Composing a Word-Phrase Chart for Correlation with Book Reports	Use a book report outline chart. (Refer to preceding lesson.) Build a word-phrase chart with the pupils to facilitate their writ from the outline. Guide pupils in selecting words which they will need as they wr paragraph form. Help the class formulate sentences which supply information req outline.
Organizing and Writing Sentences from an Outline	Ask the pupils to decide which words in their sentences need to be Begin by asking: "What sentence would you write for topic number one c Encourage a variety of sentence beginnings in pupil responses. Example: I enjoyed the book titled Andy and the Lion. I read Andy and the Lion. The title of the book I read was Andy and the Lion. Andy and the Lion is the name of the exciting story whi Permit a pupil to write his sentence on the board as an aid to disco for the chart.
Proofreading and Indenting the First Word of the Paragraph	Continue this procedure for sentence building for each topic of th Involve the class with proofreading as they progress. Reinforce the practice of indentation of the first word of the boo Draw a large shape of a paragraph on the board and place a chec ment of the first word. Include words such as these on the word-phrase chart. read laugh funny book report enjoyed because exciting surprise title titled people author

EACHING PROCEDURES

rt. (Refer to preceding lesson.)

rt with the pupils to facilitate their writing of book reports

words which they will need as they write book reports in

sentences which supply information required by the report

hich words in their sentences need to be listed on the chart.

would you write for topic number one on the outline?"
ntence beginnings in pupil responses.

ok titled Andy and the Lion.
the Lion.
book I read was Andy and the Lion.
on is the name of the exciting story which I read.
sentence on the board as an aid to discovering some words

or sentence building for each topic of the outline.
ofreading as they progress.
indentation of the first word of the book report paragraph.
aragraph on the board and place a check to indicate place-

se on the word-phrase chart.

enjoyed
because
exciting
surprise

title
titled
people
author

unhappy
unusual
characters
happy

MATERIALS

Chart paper
Felt pen
Chart, book report outline
Chart, a sample book report
Writing material for pupils

SKILLS	TEACHING PROCEDURES

interesting part
animal tale
pictures
ending
underline
happened
fable
best
adventure
fi
fa

Have pupils reread the chart and number the words.

Initiate the writing of short, individual book reports, using the first t
outline.

Check these and reteach, as needed, before pupils progress to a fiv
graph.

Expand the contents of the book report as soon as pupils show mas
quired to complete the three point report.

Instruct the class in the use of a simple book report form.

A Book Report

x____________________.__________

__________________________.__________

____________________.__________

__________________________.__________

________. ______________________

March 18, 19 --
Age________

James Gre
Grade ____

TEACHING PROCEDURES

MATERIALS

ending
underline
happened

fable
best
adventure

frightened
fairy

art and number the words.
t, individual book reports, using the first three topics of the

as needed, before pupils progress to a five sentence para-

e book report as soon as pupils show mastery of skills re-
three point report.
se of a simple book report form.

A Book Report

x______________________.____________

______________________.______________

______________.______________________

___________________.__________________

.

______________________________________.

--

James Grear
Grade ________

SKILLS	TEACHING PROCEDURES
	The difficulties of a book report should be geared to th Simplify and decrease the content for less able chil
Underlining the Title of a Story	Teach pupils to underline the title of the story wherever it appe Encourage them to have a copy of the book ready to display have an illustration, simple puppet, or an object connected w late interest.
Building a Descriptive Paragraph	Use a "surprise box" containing fresh pink roses. Place the "surprise box" on a low table. Have one child peep into the box and give clues to the clas Example: It smells sweet. It grows. Encourage pupils to use tentative expressions concerning the co as: Perhaps it is_______. It could be_________. Maybe it is_________. I think it is_________. Ask what kind of flower it could be, after the children guess t Pass the roses to the children to examine thoroughly - looki
Eliciting Descriptive Words	Ask pupils to think of words that tell: how they look how they smell how they fell

TEACHING PROCEDURES

of a book report should be geared to the abilities of the class.
decrease the content for less able children.

line the title of the story wherever it appears in the book report.
ve a copy of the book ready to display when they report, or to
, simple puppet, or an object connected with the story to stimu-

taining fresh pink roses.

e box" on a low table.
p into the box and give clues to the class.

reet.

se tentative expressions concerning the contents of the box, such

Perhaps it is_______.
It could be_________.
Maybe it is_________.
I think it is_________.

r it could be, after the children guess that it is a flower.
e children to examine thoroughly – looking, smelling, touching.
words that tell:
k
ell
l

MATERIALS

"Surprise Box"
  Fresh pink roses
  Colored chalk
  Writing materials

SKILLS	TEACHING PROCEDURES
Classifying and Listing Descriptive Words	Write these three headings on the board. List the various descriptive words supplied by the children und Suggest some new descriptive words to enlarge the pupils' vc Have them use the new vocabulary in sentences to describe t Ensure their knowledge of the meanings of new words by as meanings. Encourage pupils to use the words to describe something oth

How do roses look?	How do roses	
(blossom)	sweet	sc
beauitful	perfumed	
fresh	fragrant	
delicate		
georgeous	How do roses	
deep pink	(blossom)	
pale pink	velvety	s
rosy	thin	
curved petals	soft	
curled petals	limp	
	silky	
How do roses make you feel?	(stem)	
pleasant	rough	
delighted	jagged	
happy	thorny	
rich	stiff	
gay	sharp	
good	uneven	
pleased	prickly	
wishful		

TEACHING PROCEDURES

MATERIALS

gs on the board.
ive words supplied by the children under the proper headings.
iptive words to enlarge the pupils' vocabularies.
ocabulary in sentences to describe the rose.
of the meanings of new words by asking them to explain the

the words to describe something other than roses.

look?

ls
s

make you feel?

How do roses smell?
sweet scented
perfumed
fragrant

How do roses feel?
(blossom)
- velvety smooth
- thin
- soft
- limp
- silky

(stem)
- rough
- jagged
- thorny
- stiff
- sharp
- uneven
- prickly

SKILLS	TEACHING PROCEDURES
	What other words mean smell? odor scent bouquet fragrance
Expressing Ideas in a Sequential Manner in a Paragraph	Help pupils to select an appropriate topic sentence and title for thei Outline the shape of the paragraph on the board with colored chalk. Use colored chalk to highlight indentation, capitalization, and punct Guide the pupils to complete the paragraph, describing the roses an an opinion concerning them.
Expanding the Content and Use of Word Charts for Writing Independence	Encourage pupils to write independently by building and compiling and action words to express sensory impressions. Keep these charts in a functional form as booklets, charts, or repro each individual to keep at his desk. Guide pupils in becoming aware of the value of their lists by making quiring their use. Increase the writing habit by centering many activities around t words, such as: completing descriptive sentences, composing ve making comparisons. Select contents related to animals, toys, foods, personal experiences pations, hobbies, science (space program), transportation, furni special days of the year.

TEACHING PROCEDURES	MATERIALS
s mean smell?	
propriate topic sentence and title for their paragraph. ragraph on the board with colored chalk. ight indentation, capitalization, and punctuation marks. te the paragraph, describing the roses and concluding with hem.	
independently by building and compiling vivid descriptive ress sensory impressions. ctional form as booklets, charts, or reproduced sheets for at his desk. ware of the value of their lists by making assignments re- it by centering many activities around these descriptive eting descriptive sentences, composing verse and riddles, nimals, toys, foods, personal experiences, clothing, occu- nce (space program), transportation, furniture, music, and r.	Chart paper Felt pens

SKILLS	TEACHING PROCEDURES
Creating Original Poems	Use direct experiences. Take pupils out on the playground or on the sidewalk on a temperate hear, smell, feel, and enjoy the rain. If this is impossible, stay inside of the classroom, but close out building noises) and open the windows. Ask pupils to and to listen to the sounds of the rain. Put out classroom concentration upon the sounds of the rain.
Dictating Sensory Impressions	Ask: "What does the rain say?" Record the replies. Example: The rain says-- shshsh! shshsh! plip, plip, plip, splish, splish, splish, splash, splash, splash, drip, drip, drip. Ask: "How does the rain look?" Record replies. Example: The rain looks-- like lines and dots dancing drops tiny jumping beads many tiny dents and dimples shining drops falling prickles on the sidewalk Ask: "How does the rain feel?" Record replies. Examples: The rain feels-- warm wet on my lips like many fingers tapping tickles my face when I look up at the sky

EACHING PROCEDURES

ayground or on the sidewalk on a temperate rainy day to see,
enjoy the rain.

le, stay inside of the classroom, but close the doors (to shut
s) and open the windows. Ask pupils to be very, very still
sounds of the rain. Put out classroom lights to aid pupils'
the sounds of the rain.

n say?"

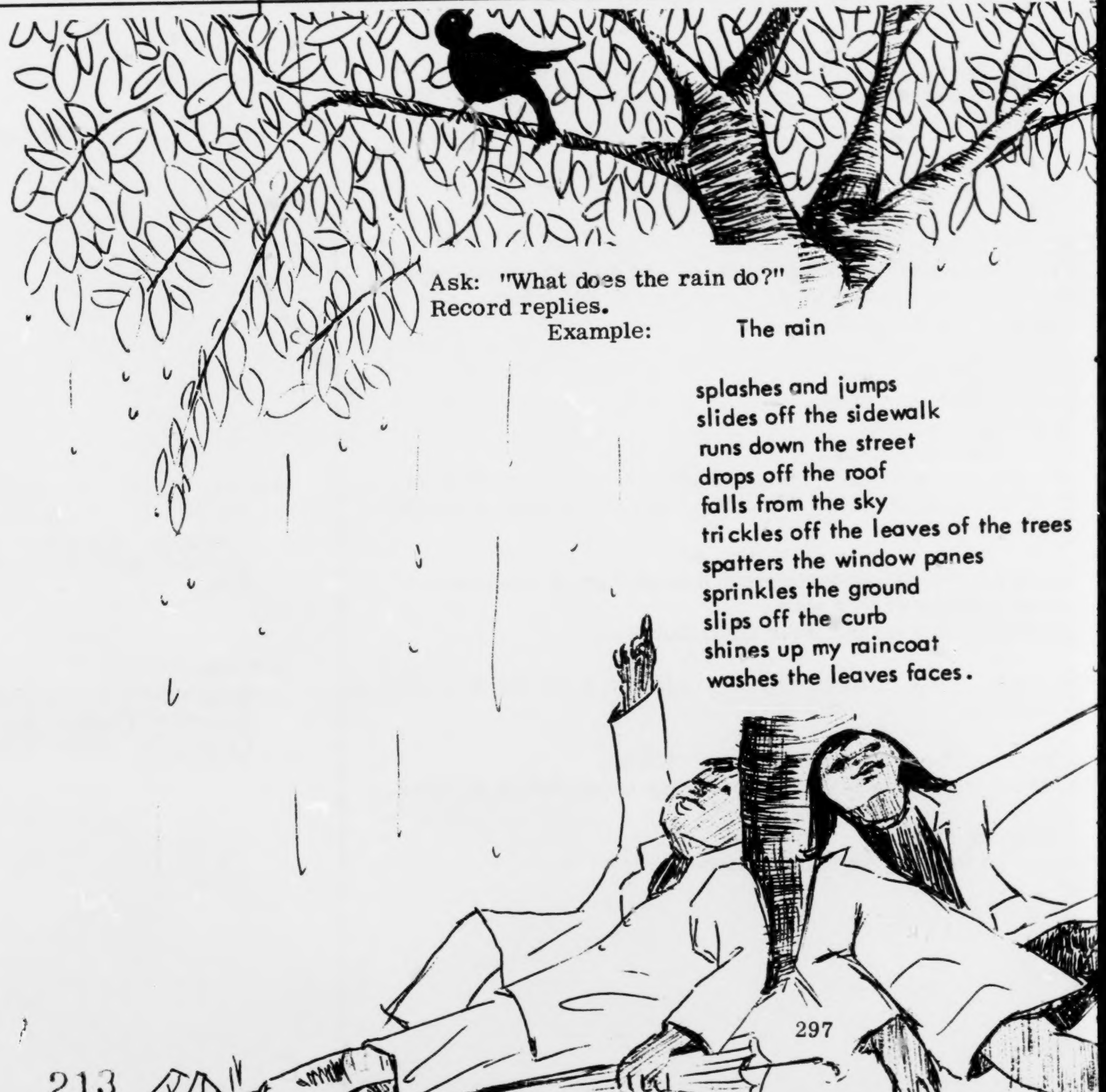
he rain says--
shshsh! shshsh!
plip, plip, plip,
splish, splish, splish,
splash, splash, splash,
drip, drip, drip.
look?"

he rain looks--
like lines and dots
dancing drops
tiny jumping beads
many tiny dents and dimples
shining drops falling
prickles on the sidewalk
feel?"

The rain feels--
warm   like many fingers tapping me
wet on my lips   tickles my face when I look
          up at the sky

MATERIALS

Pad and pencil
Raincoats for pupils
Boots for pupils

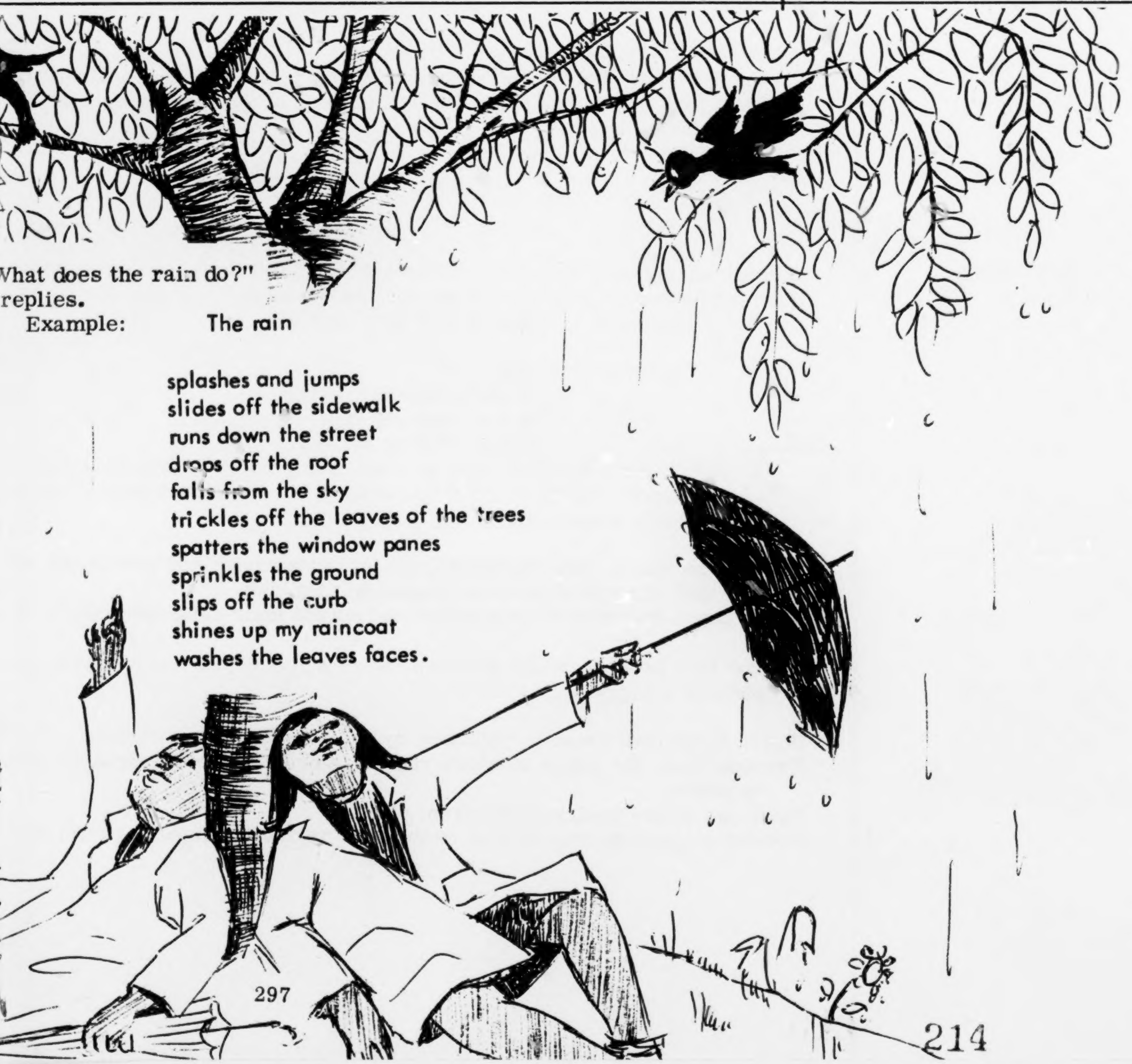


Ask: "What does the rain do?"
Record replies.

Example: The rain

splashes and jumps
slides off the sidewalk
runs down the street
drops off the roof
falls from the sky
trickles off the leaves of the trees
spatters the window panes
sprinkles the ground
slips off the curb
shines up my raincoat
washes the leaves faces.

TEACHING PROCEDURES	MATERIALS



What does the rain do?"
replies.
Example: The rain

splashes and jumps
slides off the sidewalk
runs down the street
drops off the roof
falls from the sky
trickles off the leaves of the trees
spatters the window panes
sprinkles the ground
slips off the curb
shines up my raincoat
washes the leaves faces.

SKILLS	TEACHING PROCEDURES
	Return to the classroom. Transfer the questions and replies to chart paper or to the chalk Have pupils read and enjoy the expressions of their discoveries.
Creating and Dictating Original Poems	Suggest an opening line for a verse and invite the pupils to add an Have pupils repeat your line to get the rhythm of it. Example: Warm, wet rain says-- Children may add: Shshsh, shshsh, shshsh, And tickles my face When I look at the sky. Verse may be just one or two lines which reveal childr pressions. Children need not be bound by the difficulties of the early stages of creating poems. Record the verse that emerges from this experience and encoura this skill through numerous lessons of this kind. Allow pupils freedom of expression and accept their contributions. Follow this procedure for a snowy day, a sunny day, a windy day, perhaps a foggy day or morning. Strive to achieve sensory reactions by pupils to their environment Provide time for pupils to share verses in order to encourage ap by peers. Read and recite poetry to children, often. Record original poems on tape as the poet or class members reci

EACHING PROCEDURES	MATERIALS
. nd replies to chart paper or to the chalkboard. oy the expressions of their discoveries.	Chart paper Felt pen Materials for illustrating poems
a verse and invite the pupils to add an appropriate idea. to get the rhythm of it. rm, wet rain says-- : hsh, shshsh, shshsh, d tickles my face en I look at the sky. one or two lines which reveal children's sensory im- need not be bound by the difficulties of rhyming words at reating poems.	Brown, Helen A., and Heltman, Harry J., Compilers. Read-Together Poems. New York: Harper and Row, Publishers, 1964.
erges from this experience and encourage development of ous lessons of this kind. pression and accept their contributions.	
a snowy day, a sunny day, a windy day, a cloudy day, and morning. eactions by pupils to their environment. share verses in order to encourage appreciation of these hildren, often. tape as the poet or class members recite it.	Refer to: Elementary Curriculum Direction Finders For Literature, Charts I and II

SKILLS	TEACHING PROCEDURES
Beginning Steps in Note Taking	Use a box containing several objects. Ask pupils to tell what Mother does to help her remem grocery store. Discuss other occasions when it is useful to write ideas Explain that the process of making written reminders i Show the class the box which contains objects. Select one object, such as a vase, and hold it up before t Give the pupils a sheet of paper and ask them to sugge object that they will see from the box. Lead the class to discover that pictures may be used words. Ask the pupils to make the numeral one and place besid them to remember that first they saw a vase from th Allow pupils to decide whether to write the word vase of the vase. Advise them to use the method of note taking which is ea for them.
Making Pictorial and Written Notes	Have the children put a title on their note paper, such as with the date, written in a short form as, 26 Oct. '6 __ Show each object in the box; say a few sentences about it and record the object on their paper. Have the children check the accuracy and usefulness of enumerate the contents of the box after all of the obje Show the class how to make booklets to carry on a trip. Build the understanding that the purpose of the booklet is to information discovered and recorded during a trip.

TEACHING PROCEDURES	MATERIALS
eral objects. at Mother does to help her remember what is needed from the ons when it is useful to write ideas on paper as a reminder. ess of making written reminders is called taking notes. x which contains objects. h as a vase, and hold it up before the class. eet of paper and ask them to suggest a way to remember every ll see from the box. scover that pictures may be used to record an idea as well as ke the numeral one and place beside it something that will help that first they saw a vase from the box. le whether to write the word vase quickly or to draw a picture e method of note taking which is easier, faster, and most useful a title on their note paper, such as, Objects from the Box along ten in a short form as, 26 Oct. '6 __ or 10/26/6_ ne box; say a few sentences about it as the children look, listen, ect on their paper. eck the accuracy and usefulness of their notes by using them to tents of the box after all of the objects are out of sight. make booklets to carry on a trip. ng that the purpose of the booklet is to hold pertinent and specific vered and recorded during a trip.	Object box containing: ball apple pencil scissors book flower paint brush jar Writing materials Materials for making booklets Felt pen

SKILLS	TEACHING PROCEDURES
	Ask the class to plan a trip within their building, after answering que to go? When to go? What they want to learn? Example: Plan a trip to the principal's office. Allow pupils to make the arrangements for the time trip with the principal by writing a simple busi Make a list of the kinds of information the class should seek on th List the known information under each heading.

Office Staff (people)

principal (complete name)
secretary (complete name)
others

Office Furni

desks
chairs
desk lamps
name plates

Office Work
Secretary
runs machines
typewrites
answers phones
sends messages

Principal
directs secretary
talks on the phone
talks to teachers
talks to pupils

Office machines
telephones
typewriters

SKILLS	TEACHING PROCEDURES
Organizing Committees for Taking Notes	Clarify the meaning of each category through class discussion. Leave space for the addition of new information in each list. Ask pupils to choose the category for which they will be responsib of the office.

TEACHING PROCEDURES

ithin their building, after answering questions as: Where
at they want to learn?

the principal's office.
o make the arrangements for the time and purpose of the
the principal by writing a simple business letter to her.

information the class should seek on the tour.
under each heading.

Office Furniture

desks
chairs
desk lamps
name plates

Principal
directs secretary
talks on the phone
talks to teachers
talks to pupils

h category through class discussion.
on of new information in each list.
category for which they will be responsible during the tour

MATERIALS

Refer to Writing a Business Letter,
pages 303-306.

SKILLS	TEACHING PROCEDURES
	Set up pupil committees for the categories with the understanding th ment is to gather further information about their category for the Stress the importance of careful listening, observing, and note takin each committee member for the good of the entire class. Have the members of each committee place the name of his category of his booklet along with his name and room number. Ask: "What do we need to take with us on our office tour?" (booklets, pencils, a book to write on) "How should we take notes in the office?" (quietly, when needed, quickly) Be sure that each committee is as well balanced as possible wit questioners, writers, and drawers. Collect booklets and store them until the day of the tour.
Taking Notes During a Tour	Prepare to take the tour by distributing the booklets for notes and re pose of the trip. Take the tour and return immediately to the classroom to record the which the class discovered. Ask pupils to use their notes to help the class complete the listings fo
Reporting and Recording Information from Notes	Have committee members sit together and report their findings t orderly manner. Record the information on the chart under the appropriate headings. Permit children, regardless of their committees, to submit any additi that they may have after each group has completed its report. Make clarifications of the trip findings, as needed, and build a voc encouraging children to illustrate the listings of their categories.

TEACHING PROCEDURES	MATERIALS
r the categories with the understanding that their assign- r information about their category for the class. areful listening, observing, and note taking on the part of for the good of the entire class. committee place the name of his category on the first page his name and room number. ake with us on our office tour?" ook to write on) notes in the office?" l, quickly) ittee is as well balanced as possible with able listeners, d drawers. hem until the day of the tour. distributing the booklets for notes and reviewing the pur- mediately to the classroom to record the new information red. s to help the class complete the listings for each category. sit together and report their findings to the group in an the chart under the appropriate headings. s of their committees, to submit any additional information r each group has completed its report. trip findings, as needed, and build a vocabulary chart by illustrate the listings of their categories.	

SKILLS	TEACHING PROCEDURES
	Apply the pictures to the chart in the proper places. Use the chart for other lessons such as spelling, disc quizzes, and dramatization. Possible Additional Information Gathered on the Office Tou Office Furniture clothing racks file cabinets letter boxes bookcases conference tables machine or utility tables metal lockers umbrella stand Offic mim Ditt calc stam phot pape lette Office Work Secretary files papers checks mail-in and out keeps records meets and greets people Principal organizes and plans for the e attends many meetings meets with parents, visitors, nurse, custodian, and othe reads and writes many letter and reports directs the whole school Office People office aides
Evaluating Note Taking Skills	Help pupils evaluate the value and the quality of their notes Discuss any problems which pupils may have encounte taking. Encourage the class to suggest solutions for their problem Make a record of pupils' helpful hints on taking notes.

TEACHING PROCEDURES

MATERIALS

es to the chart in the proper places.
for other lessons such as spelling, discussions, stories, reports,
dramatization.

onal Information Gathered on the Office Tour

Office Furniture
clothing racks
file cabinets
letter boxes
bookcases
conference tables
machine or utility tables
metal lockers
umbrella stand

Office machines
mimeograph
Ditto
calculator
stampers
photographic reproducers
paper cutter
letter scales

Principal
organizes and plans for the entire school
attends many meetings
meets with parents, visitors, doctor,
nurse, custodian, and other personnel
reads and writes many letters, notices,
and reports
directs the whole school

ts

luate the value and the quality of their notes.
roblems which pupils may have encountered in the process of note

class to suggest solutions for their problems.
of pupils' helpful hints on taking notes.

SKILLS	TEACHING PROCEDURES
Introducing the Business Letter	Use the flannel board and felt-backed cut-outs.

Arrange the cut-outs to show the postman delivering a letter t
Have the children tell what is happening in the scene.
Ask where the postman will take the letter when he gets inside
Help pupils recognize the school office as a business place with t of all school business.
Guide the discussion so that pupils conjecture the purpose postman delivered to the office.

Examples:

The letter may be from another school which nee child in this school.

It could be a reply from another office with inf quested by our office.

Maybe the letter came from a book company or a

Explain that letters that are mailed to the school office are school business.
The principal and teachers receive friendly letters from fri livered to their homes.

Pupils may offer the knowledge that family business le the home address of the family. Cite examples of this as stores, gas and electric bills, and mail from insurance

TEACHING PROCEDURES	MATERIALS
rd and felt-backed cut-outs. -outs to show the postman delivering a letter to the school. en tell what is happening in the scene. ostman will take the letter when he gets inside of the building. gnize the school office as a business place with the principal in charge business. ussion so that pupils conjecture the purpose of .ne letter which the vered to the office. ples: e letter may be from another school which needs information about a ild in this school. ould be a reply from another office with information that was re- ested by our office. aybe the letter came from a book company or a parent. tters that are mailed to the school office are business letters about ess. nd teachers receive friendly letters from friends, but they are de- eir homes. ay offer the knowledge that family business letters are delivered to address of the family. Cite examples of this as bills from department as and electric bills, and mail from insurance companies.	Flannel board Felt backed cut-outs: school postman letter trees Chart paper Felt pen

SKILLS	TEACHING PROCEDURES
Establishing the Need for Writing a Business Letter	Lead pupils to discover that they could get the information they office tour by writing a business letter to their principal. Establish with the pupils, before they attempt to write the lette they need from the principal and the information that they mus plans.
Planning the Contents of the Body of a Business Letter	Information we must give: What we want to do - tour the office Why? - to learn more about office machines, furniture, peo Information we must find out: May we have permission for the tour? When may we take the tour? Day____Time_____ Could we have a guided tour? Record this information on chart paper for use at letter writin Plan with the pupils when to write their business letter.
Composing a Business Letter	Use a chart of a friendly letter. Review with pupils the parts of a friendly letter. Relate the parts of the letter to a pupil's body or to a drawing Example: heading - head greeting - neck message - body closing - ankle signature - feet

ACHING PROCEDURES

they could get the information they need concerning their usiness letter to their principal.
efore they attempt to write the letter, a list of information al and the information that they must give her about their

r the office
out office machines, furniture, people, and the work done.

t:
for the tour?
ur? Day____Time______
our?

chart paper for use at letter writing time.
write their business letter.

.

s of a friendly letter.
r to a pupil's body or to a drawing of a child.

- head
- neck
- body
- ankle
- feet

MATERIALS

Friendly letter on a chart or transparency
Chart rack or overhead projector
Line drawing of a child's body

SKILLS	TEACHING PROCEDURES
Discovering the Form of a Business Letter	Draw marginal lines on the chalkboard or on acetate on the s represent a sheet of paper. Place a large rectangle in the upper right-hand corner to d placement of the heading. Guide pupils in recalling and supplying the information for school grade street address city zone date
Capitalizing and Punctuating the Greeting of a Business Letter	Have the heading read and proofread by the class to confir punctuation and capitalization. Ask pupils to suggest the next portion of the letter to be writt Illustrate the proper placement of the greeting by drawing below the heading at the left-hand margin. Ask pupils to give examples of greetings that they have wri Explain that the greeting of a business letter has some o greeting of a friendly letter and is very similar to a frien Emphasize that the greatest difference between the two is i used. Example: My dear Mrs. Smith: Dear Sir: Dear Mrs. Smith:
Using a Colon in the Greeting of a Business Letter	Record the greeting suggested by the class, and allow a pupil t proper place. Ask the children to describe a colon. Guide them to formulate a rule regarding the use of a col

TEACHING PROCEDURES

MATERIALS

›n the chalkboard or on acetate on the stage of the projector to
›f paper.
‹le in the upper right-hand corner to demonstrate the correct
‹ading.
‹ing and supplying the information for their headings, such as:

school grade
street address
city zone
date

‹d and proofread by the class to confirm the correct usage of
›italization.
the next portion of the letter to be written.
placement of the greeting by drawing a rectangle two spaces
‹t the left-hand margin.
‹amples of greetings that they have written in friendly letters.
‹eting of a business letter has some of the same words as the
‹dly letter and is very similar to a friendly greeting.
‹reatest difference between the two is in the punctuation that is

Mrs. Smith:
‹:
‹s. Smith:

‹uggested by the class, and allow a pupil to place the colon in the

‹scribe a colon.
‹ulate a rule regarding the use of a colon in a business letter.

SKILLS	TEACHING PROCEDURES
	Refer children to their chart of information to be written in th Guide the pupils in the organization of the body of their letter s formation is included.
Composing the Closing of a Business Letter	Encourage sound sentence structure to promote clarity and di Have the class proofread the body of the letter and make chan Continue the lesson through the closing and signature. Draw the pupils' attention to the similarities between the busin of the closing and the signature. Emphasize that the placement and forms of punctuation remai Encourage the more formal expressions in the closing, such a Yours truly, Very truly yours,
Proofreading the Business Letter	Pupils may use a more intimate closing for their principal, su Sincerely yours, Very sincerely, Direct the class in the proofreading of the entire letter before make a copy to be mailed by the class to the principal. Make a copy of the form of a business letter on chart paper fo reference.
Making Personal Telephone Directories	Use telephone directories. Use personal telephone directories which are provided scho telephone company. Reveal details of the directory after pupils discover its purpos viewing with the opaque projector. Distribute one directory to each pupil for closer inspection.

TEACHING PROCEDURES	MATERIALS
r chart of information to be written in the body of the letter. organization of the body of their letter so that all pertinent in- ded. ence structure to promote clarity and directness. ead the body of the letter and make changes as needed. rough the closing and signature. tion to the similarities between the business and friendly forms the signature. acement and forms of punctuation remain the same in each. ormal expressions in the closing, such as: Yours truly, Very truly yours, e intimate closing for their principal, such as: Sincerely yours, Very sincerely, proofreading of the entire letter before someone is elected to mailed by the class to the principal.	Chart of information to be written in the body of the letter
rm of a business letter on chart paper for the class to use as a	Chart paper Felt pen
s. ne directories which are provided schools without cost by the y. directory after pupils discover its purpose and format during a paque projector. ry to each pupil for closer inspection.	Opaque projector Personal telephone directories from the telephone company or Materials to construct telephone directory booklets

SKILLS	TEACHING PROCEDURES
	Stimulate further interest by inviting each pupil to write his nam Instruct pupils to write their names at the top of provided lined pa
Making an Alphabetical Listing with Last Names First	Ask several pupils to state their names and record them on the last names first to demonstrate the proper name placement an between the last and first names in this type of listing. Have several pupils dictate their names, speaking the last name fi them. Explain that names will be written in this manner in their directo alphabetical order. Guide pupils in numbering the names listed on the board acco sequence for alphabetical listing. Example: Jones, Robert - 3 Adams, Charles - 1 Brown, Kathy - 2 Little, Roscoe - 4 Have the pupils copy on their papers the names from the board in Check papers to determine the children's competence in this skill Provide additional instruction and practice, if necessary. Allow time for pupils to gather the names and telephone number the class. Ask pupils to arrange their friends' names in alphabetical order o last names first. Remind the class to place the comma between the last name and the friend. Encourage children to proofread their papers for correct seque listings, use of the comma, and accuracy of telephone numbers Check all papers for accuracy before distributing the directories.

TEACHING PROCEDURES

rest by inviting each pupil to write his name on his copy.
 their names at the top of provided lined paper.
 state their names and record them on the chalkboard with the
 demonstrate the proper name placement and use of the comma
d first names in this type of listing.
ctate their names, speaking the last name first, as you record

ll be written in this manner in their directories and placed in

bering the names listed on the board according to the proper
betical listing.

obert - 3
Charles - 1
Kathy - 2
oscoe - 4
n their papers the names from the board in alphabetical order.
mine the children's competence in this skill.
truction and practice, if necessary.
 to gather the names and telephone numbers of four friends in

 their friends' names in alphabetical order on paper listing the

ace the comma between the last name and the first name of each

o proofread their papers for correct sequence of alphabetical
 comma, and accuracy of telephone numbers.
ccuracy before distributing the directories.

MATERIALS•

Lined paper
Pencils
Opaque projector and screen

SKILLS	TEACHING PROCEDURES
	Guide pupils in recording their information on the proper page with the first name last. Clarify the fact that the first letter of the last name tells the let the page on which the name is to be written. Provide, if necessary, the materials for making booklets. Instruct pupils to label each page of the booklet with one of eac alphabet. Have the class then proceed with their listings. Direct pupils to write the emergency number to call at a time o Help children understand that such a number should be located i found quickly, perhaps on the inside cover of their direct writing.
Organizing a Class Newspaper	Use a children's newspaper or a local newspaper. Involve the class in planning a valuable, continuous writing acti newspaper. Acquaint children with the variety of newspaper forms, such news bulletin boards, weeklies, and monthlies. Guide pupils in recognizing the numerous opportunities which would provide them for expression of original stories, ridd ports, class and neighborhood news, and descriptive paragra Investigate newspapers with the class to discover ideas concerni Record pupils' suggestions as they plan and make decisions about for their class newspaper. * Guide pupils in the formation of volunteer committees to gath proofread, and rewrite materials for the paper.

HING PROCEDURES	MATERIALS
r information on the proper pages of their directories etter of the last name tells the letter which designates is to be written. erials for making booklets. age of the booklet with one of each of the letters of the ith their listings. rgency number to call at a time of distress. such a number should be located in a place that can be the inside cover of their directories in large, clear	
local newspaper. a valuable, continuous writing activity, such as a class ariety of newspaper forms, such as: booklets, sheets, lies, and monthlies. he numerous opportunities which a newspaper vehicle xpression of original stories, riddles, poems, book re- ood news, and descriptive paragraphs. he class to discover ideas concerning form and content. they plan and make decisions about the content and form n of volunteer committees to gather, write, illustrate, terials for the paper.	Chart paper Felt pen Newspapers, copies of children's or local daily editions

SKILLS	TEACHING PROCEDURES
	Suggest that pupils initiate their activity with a news more immediate results and precludes the need f Establish with pupils the required high standards for th Example: Materials selected for the newspaper shou Of interest to many persons Well organized Correct in spelling, grammar, and pun Legible. Exhibit your excitement and enthusiasm for the project contribute interesting reports, humorous ideas, per tales, that their contributions could make valuable newspaper. Help pupils progress from room bulletin board news to produced sheets or booklet newspapers.
Preparing to Write Comparative Phrases	Use pictures and objects. Plan a special period for pupils to observe objects and p ditions of extreme heat and cold. Engage pupils in descriptions of their personal exper heat. Allow pupils to role-play their behavior when they are v Permit the class to imitate some of the patterns of beh Ask pupils to tell the mental image which comes at the very cold."

TEACHING PROCEDURES

oils initiate their activity with a news bulletin board which permits
diate results and precludes the need for typing or mimeographing.
upils the required high standards for their display work.
ple:
terials selected for the newspaper should be as follows:
Of interest to many persons
Well organized
Correct in spelling, grammar, and punctuation
Legible.
citement and enthusiasm for the project by suggesting to pupils, who
teresting reports, humorous ideas, personal anecdotes, and original
heir contributions could make valuable written additions to the class

gress from room bulletin board news to hall news display, and to re-
eets or booklet newspapers.

ojects.

eriod for pupils to observe objects and pictures which illustrate con-
treme heat and cold.
n descriptions of their personal experiences with extreme cold and

role-play their behavior when they are very cold and very hot.
ss to imitate some of the patterns of behavior with their classmates.
ell the mental image which comes at the mention of the words "very,

MATERIALS

Pictures denoting hot and cold

Labels - names for each picture
Cold
ice - (cubes, blocks, on the street)
a frozen fish
Eskimo scenes
ice water and frozen seas
icebergs
the inside of a freezer
snow

SKILLS	TEACHING PROCEDURES
	Say: "I'm something that is extremely cold. What could I be?" Become a teacher-secretary and record pupils' responses. Explain that we can give others a clearer understanding of our id object or living thing which is similar in degree and quality to the to express. Cite examples which establish a pattern of language used to make c Examples: "I have a ball which you have never seen, but yo the size of my ball if I were to say that my ball is an apple."
Understanding the Purpose of a Comparative Phrase	Ask the pupils to use their hands to show you the approximate size c Ask: "Is it a very large ball or a relatively small one that you hand?" Cite another example using language for making comparisons, such "I rode to the beach during the winter. When I felt the water ice." "When I went outside one January day to empty my trash, the a the inside of a freezer." Have pupils identify the phrase in each sentence that helped them ur gree of coldness of the water and of the air. Write two of these sentences on the board and have the pupils ur parative phrases and read them.
Composing and Speaking Comparative Phrases	Direct pupils to think of their mental images for cold and hot whic Play a game of "as cold as" with the class. Say to each pupil: "As cold as______." Permit pupils to restate their "mind pictures" as comparative phra Be sure pupils give the entire phrase as cold as to insure their fan expression of comparison.

CHING PROCEDURES

emely cold. What could I be?"
record pupils' responses.
a clearer understanding of our ideas by naming an
imilar in degree and quality to the idea that we wish

pattern of language used to make comparisons.

which you have never seen, but you could determine
ball if I were to say that my ball is about the size of

to show you the approximate size of the ball.
or a relatively small one that you could hold in one

age for making comparisons, such as:
g the winter. When I felt the water it was as cold as

anuary day to empty my trash, the air was as cold as
."
each sentence that helped them understand the de-
and of the air.
n the board and have the pupils underline the com-
em.
nental images for cold and hot which were recorded.
the class.
_____."
mind pictures" as comparative phrases.
hrase as cold as to insure their familiarity with this

MATERIALS

Hot
- fiery furnace
- oven
- raging forest fire
- steaming radiator
- blazing sun
- steam bath

Objects

Cold
- ice cubes
- iced alcohol
- others, as suggested by pupils

Hot
- hot mustard
- hot candy
- mirror to reflect and conduct the sun's heat onto the hand
- Thermometer
- Writing materials

SKILLS

TEACHING PROCEDURES

Writing Comparative Phrases

Display pictures and objects depicting coldness.

Allow each pupil to touch the objects or taste them as he speaks a com concerning it.

Example: "as cold as an ice cube"
"as cold as a frozen fish"
"as cold as a block of ice"

Write the phrase as cold as on the board.

Direct the class to refer to the labeled pictures and write five compar their papers.

Have the pupils read their phrases.

Continue to extend pupils' knowledge of making oral and written c cerning other areas, as: size, shape, height, emotions, taste, s

* Pupils may complete sentences which state a comparison, as:

The lemon was as sour as_________.
We have been working as hard as_______.
The train seemed as long as________.

Inspire pupils to use comparative phrases in their speaking and v such phrases enhance the meaning of the ideas that they wish to

Extend the pupils' study and use of comparatives.

Suggested similes for discussion and study:
as light as a feather
as fierce as a lion
as hungry as a wolf
as happy as a lark
as thin as a rail
as heavy as lead
as busy as a bee

Example:
Explore the weightlessness of a feather.
Allow the children to discover and discuss the mea parative phrase.

TEACHING PROCEDURES

ects depicting coldness.
the objects or taste them as he speaks a comparative phrase

cold as an ice cube"
cold as a frozen fish"
cold as a block of ice"
as on the board.
o the labeled pictures and write five comparative phrases on

r phrases.
s' knowledge of making oral and written comparisons con-
s: size, shape, height, emotions, taste, smell, and sound.
tences which state a comparison, as:
as sour as__________.
vorking as hard as________.
ned as long as_________.
mparative phrases in their speaking and writing whenever
e the meaning of the ideas that they wish to express.

and use of comparatives.

for discussion and study:
t as a feather
ce as a lion
gry as a wolf
py as a lark
as a rail
y as lead
y as a bee

e weightlessness of a feather.
children to discover and discuss the meaning of the com-
e phrase.

MATERIALS

Chart paper
Felt pen
Pictures, songs, poems, to stimulate
Writing materials for pupils

SKILLS

TEACHING PROCEDURES

Invite the class to think of other things that are as light as a
Record their responses on a chart.

What can be as light as a feather?
a soft breeze
a floating bubble
a fairy's touch
an ant
a rose petal
a fluffy cloud
a wisp of smoke

- Let pupils have fun suggesting endings for:

as big as_____.
as tiny as_____.
as loud as_____.
as gentle as_____.
as pretty as_____.
as tall as_____.
as rough as_____.
as soft as_____.

as smooth as_____.
as wet as_____.
as dry as_____.
as funny as_____.
as white as_____.
as busy as_____.
as sweet as_____.
as warm as_____.

Constructing Sentences Which Present Main Ideas

Use many pictures which clearly present one main idea.

Place the pictures on a ledge in the classroom to allow unobst
class.
Place a numeral over each picture for the purpose of later iden
Provide each pupil with one-half sheet of lined paper and a penc
Direct pupils to head their papers with regard for their class
work.

TEACHING PROCEDURES	MATERIALS
nk of other things that are as light as a feather. es on a chart. ght as a feather? oreeze ng bubble 's touch petal cloud of smoke esting endings for: as smooth as_____. as wet as_____. as dry as_____. _. as funny as_____. _. as white as_____. as busy as_____. . as sweet as_____. as warm as_____.	
learly present one main idea. a ledge in the classroom to allow unobstructed viewing by the ach picture for the purpose of later identification. one-half sheet of lined paper and a pencil. heir papers with regard for their class standards for written	Pictures - about 12, each of which clearly presents one main idea Writing materials

SKILLS	TEACHING PROCEDURES
Writing Concise Well-Worded Sentences	Allow the class to study all of the pictures before deciding upo one sentence which will state the main idea of that pictur Caution pupils to refrain from using I see or That is a in their try to describe the action, if possible. Permit the sentences to be read by pupils as the class list lationship between the illustrations and the sentence that Invite pupils to give the number of the picture about whic Encourage the class to discuss and offer assistance with effective in relaying the main idea. Collect papers and correct grammar, capitalization, sentenc punctuation before pupils rewrite them.
Learning and Using Outline Form for Pre-trip Planning	Plan with the class a trip to a public library or another plac them. Engage pupils in a discussion of plans they have made for such as birthday parties, family guests, and trips. Lead the class to conclude that a class library visit also re before the trip. Suggest that the class outline plans for the visit as an aid i clear and orderly manner. Elicit from pupils problems that they think must be solved b Demonstrate outline form as you record their suggested prob Use the correct terminology required to explain outlinin familiarize pupils with the vocabulary which will graduall

TEACHING PROCEDURES

all of the pictures before deciding upon one for which to write
vill state the main idea of that picture.
n from using I see or That is a in their sentences but rather to
ction, if possible.
o be read by pupils as the class listens to interpret the re-
he illustrations and the sentence that is being presented.
e number of the picture about which each child has written.
o discuss and offer assistance with sentences which are in-
 the main idea.
rect grammar, capitalization, sentence structure, spelling, and
upils rewrite them.
 to a public library or another place of interest and value to

scussion of plans they have made for other special activities,
rties, family guests, and trips.
clude that a class library visit also requires detailed planning

 outline plans for the visit as an aid in helping them think in a
anner.
blems that they think must be solved before they take the trip.
rm as you record their suggested problems on the chalkboard.
inology required to explain outlining procedures in order to
vith the vocabulary which will gradually become theirs.

MATERIALS

Chart paper
Felt pen
Writing materials for pupils

SKILLS	TEACHING PROCEDURES
Introducing the Title and Main Topic	Say: "There are certain arrangements we must make before visit a library. What would be an appropriate title for t Write: Plans for Our Library Visit Inform pupils that the title of an outline requires the capitaliz words just as stories, books, and poems require it. Say: "Let's list the problems we must solve before we may tak main topic." A. Before the trip to the library Elicit from the class some of the questions that must be answere library; number, indent, and record them in the proper po main topic, as follows: 1. What permission do we need? 2. How shall we make the contacts? 3. Why do we want to visit the library? 4. How shall we go? 5. When may we go? 6. How may we learn some things about libraries bef B. Inside of the library 1. What shall we do with our wraps while there? 2. What special kind of behavior is required in a libr 3. Who are the persons who will help us there? 4. When may we apply for our library cards? Ask the pupils to read the title, main topics, and sub-topics of the to include the enumerations in the reading. Allow pupils to identify and read upon your request parts of t quence. Example: "Who will read sub-topic number three unde A for us?"

TEACHING PROCEDURES	MATERIALS
n arrangements we must make before our entire class may Vhat would be an appropriate title for these arrangements?" ibrary Visit title of an outline requires the capitalization of all important , books, and poems require it. blems we must solve before we may take our trip under this p to the library me of the questions that must be answered before going to the dent, and record them in the proper position under the first s: nission do we need? we make the contacts? want to visit the library? we go? we go? we learn some things about libraries before we go? ibrary l we do with our wraps while there? ial kind of behavior is required in a library? Why? he persons who will help us there? we apply for our library cards? ne title, main topics, and sub-topics of their outline being sure erations in the reading. fy and read upon your request parts of the outline out of se- Vho will read sub-topic number three under the first main topic for us?"	

SKILLS	TEACHING PROCEDURES
	Review the structure of the outline with the children calling their a special enumeration and position of main topics and sub-topics. Have pupil secretaries copy the outline on chart paper, post it and check as they are solved. Invite other pupils who express interest and desire to copy the outline f and keep it in their folders for personal reference. Follow through with activities which provide solutions to the problems o Guide pupils in the formulation of letters, notes, announcements, a articles, as needed. Reinforce skills in filling in forms with necessary personal informat pupils to make written applications for library cards. Provide adequate practice to ensure confidence and accuracy on the par in the actual situation. Place a note on the bulletin board inviting anyone who needs help to under the proper sentence. Example: We need help with writing our parents' names. __________ __________ __________ __________ We want help with our addresses. __________ __________ __________ __________ We want to learn how to write out parents' occupations. __________ __________ __________ __________ Please help us with our telephone numbers.

TEACHING PROCEDURES

MATERIALS

ne outline with the children calling their attention to the position of main topics and sub-topics.
the outline on chart paper, post it and check off problems

ess interest and desire to copy the outline for themselves rs for personal reference.

es which provide solutions to the problems on the outline.
ulation of letters, notes, announcements, and newspaper

n forms with necessary personal information to prepare pplications for library cards.
o ensure confidence and accuracy on the part of the pupils

in board inviting anyone who needs help to sign up for it e.

with writing our parents' names.

______ ______

______ ______

with our addresses.

______ ______

______ ______

rn how to write out parents' occupations.

______ ______

______ ______

with our telephone numbers.

SKILLS	TEACHING PROCEDURES

Group and help pupils according to their requests to ensure t
information or skill.

Present simulated forms for additional practice in filling i

Guide class thinking following the trip with an outline.

C. Activities after our library trip
   1. Discuss the highlights of the trip.
   2. Record new vocabulary we heard for the clas
   3. Write a thank-you letter to the librarians.
   4. Write a summary of the things we learned.

Encourage pupils to suggest words and phrases which
sensual aspects of the trip.

Ask questions, such as:

What impressed you in the children's room?
How did you feel in the library?
What did you see people doing in the library?
What gave you the greatest pleasure on the trip?
What gave you the greatest surprise in the library?

Help pupils incorporate their ideas into letters of appre
graphs, poems, riddles, summaries, and comparisons w
have visited.

EACHING PROCEDURES	MATERIALS
ng to their requests to ensure their knowledge of lacking additional practice in filling in forms. the trip with an outline. library trip hlights of the trip. abulary we heard for the class dictionary. ou letter to the librarians. ry of the things we learned. t words and phrases which describe the physical and). the children's room? library? le doing in the library? atest pleasure on the trip? atest surprise in the library? r ideas into letters of appreciation, descriptive para- ummaries, and comparisons with other places that they	

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Determinin

Story — '
Planning
Lines of
Facts fro

Perceiving

A game o
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Pictures

Developing

Interpret
situatio

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LISTENING

SKILLS	TEACHING PROCEDURES
Building Standards	Use stories: "Arachne" and "Baucis and Philemon." Have children listen to the reading of the Greek myth, Encourage discussion with questions like these: Why does a spider spin all day long? Why was Arachne changed into a spider? Characterize Arachne. Impersonate Arachne in an exciting episode. Tell all about the contest. What lesson could you learn from this myth? Evaluate the discussion. Use questions like these: How did everyone take part enthusiastically? How can we tell that this was a good discussion? How accurately were questions answered? How accurate were the discussed ideas? Which good listening standards were used by the clas Give specific examples. Guide the children in building a chart. Include, at least Getting ready to listen. Sitting relaxed and quiet. Respecting the rights of others to listen. Being attentive. Having a purpose for listening. Thinking about what you hear. Being ready to share your thoughts. (The lesson may be divided into two parts here.) Give children an opportunity to evaluate their standards Read together the standards from the chart. Get ready to listen to "Baucis and Philemon."

TEACHING PROCEDURES

'' and "Baucis and Philemon."

to the reading of the Greek myth, "Arachne."
n with questions like these:
r spin all day long?
changed into a spider?
chne.
chne in an exciting episode.
contest.
d you learn from this myth?
sion. Use questions like these:
e take part enthusiastically?
hat this was a good discussion?
ere questions answered?
re the discussed ideas?
ning standards were used by the class?
mples.
n building a chart. Include, at least the following:
listen.
nd quiet.
ights of others to listen.

e for listening.
hat you hear.
hare your thoughts.

be divided into two parts here.)

portunity to evaluate their standards.
e standards from the chart.
ten to "Baucis and Philemon."

MATERIALS

Arbuthnot, May Hill, editor.
Time for Fairy Tales.
New York: Scott Foresman and
Co. 1952. pp. 216-217, 226-227.

Lined chart paper
Felt pen

SKILLS	TEACHING PROCEDURES
	Develop interest in the story by discussing the following: Why would someone be granted a wish? What would you wish? What wishes do you think others would make? Give two guide questions: Do you think Baucis and Philemon made a good wish? What lesson could you learn from this myth? Read the story. Encourage discussion by using questions like these: What kind of people were Baucis and Philemon? Tell about their adventures; keep the ideas in order. Answer the two guide questions. Compare the discussion with the one in which no standards w
Listening Thoughtfully	Use a story and a poem: "The Cricket and the Ant" and "The G
	Guide children in the discussion of autumn as a "gathering ti Introduce the story and the poem. Give a purpose for listening. Listen and tell what lesson you think the cricket and the g Recall with children the standards for listening. Read "The Cricket and the Ant" and "The Grasshopper and t Discuss the story line and the characterizations. Build a vocabulary characterizing each of the following: the ant: industrious, thrifty, tireless, far-sighted. the grasshopper: cheerful, happy, lazy, singing, happy repentant, begging, starving. Use the story situation and characters to guide pupils in pant Recall the purpose for listening. Discuss. Encourage a discussion of the story in sequential order. Point out the most exciting parts.

TEACHING PROCEDURES

story by discussing the following:
e granted a wish?
?
hink others would make?
s:
nd Philemon made a good wish?
u learn from this myth?

using questions like these:
were Baucis and Philemon?
ntures; keep the ideas in order.
questions.
with the one in which no standards were used.

"The Cricket and the Ant" and "The Grasshopper and the Ant."

scussion of autumn as a "gathering time."
the poem.
ning.
lesson you think the cricket and the grasshopper learned.
standards for listening.
the Ant" and "The Grasshopper and the Ant."
nd the characterizations.
haracterizing each of the following:
us, thrifty, tireless, far-sighted.
cheerful, happy, lazy, singing, happy-go-lucky, hungry,
ing, starving.
and characters to guide pupils in pantomiming new vocabulary.
listening. Discuss.
of the story in sequential order.
ting parts.

MATERIALS

Arbuthnot, Time for Fairy Tales. pp. 210-211.
Chart of Standards for Listening

SKILLS

TEACHING PROCEDURES

Encourage children to use the newly selected vocabulary.
Have children suggest another ending for the story.

Read a variety of poems.

Listening for Enjoyment

Discuss with children the things they like to do:

- listen to stories
- listen and sing to music
- dance
- day dream
- draw
- talk with friends
- play
- tell jokes
- tell riddles

Indicate that poetry can satisfy all of these likes.
Encourage children to listen for poems that satisfy these likes.
Read poems:

song: "Hey, diddle, diddle!"
dancing rhythm: "Kindness to Animals"
picture with words: "Falling Snow"
day dream: "The Animal Store" and "After All and After Al
sharing thoughts with friends: "Andre" and "Yesterday In
play: "Skating"
jokes: limericks
riddles: "Rhyming Riddles" and "A Son Is Born"
stories: "The Elf and the Dormouse " and "The Duel"

Encourage children to tell about the poems they like.
Have children recall a few words with wings.
Let children know that there will be much poetry shared with
Introduce books that are available in the classroom that have

HING PROCEDURES

e newly selected vocabulary.
r ending for the story.

s they like to do:
talk with friends
play
tell jokes
tell riddles

all of these likes.
r poems that satisfy these likes.

"
to Animals"
g Snow"
tore" and "After All and After All"
s: "Andre" and "Yesterday In Oxford Street"

" and "A Son Is Born"
Dormouse " and "The Duel"

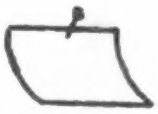
ut the poems they like.
rds with wings.
ill be much poetry shared with them.
ble in the classroom that have poetry in them.

MATERIALS

Arbuthnot. Op. Cit. Time for Poetry.
pp. 5, 48, 66, 93, 101, 111-113, 116, 127, 137, 143, 180.

"Hey, diddle, diddle!"	p. 112
"Kindness to Animals"	p. 116
"Falling Snow"	p. 180
"The Animal Store"	p. 48
"After All and After All"	p. 111
"Andre"	p. 5
"Yesterday in Oxford Street"	p. 137
"Skating"	p. 101
"Limericks"	p. 127
"Rhyming Riddles"	p. 123
"A Son Is Born"	p. 66
"The Elf and the Dormouse"	p. 143
"The Duel"	p. 113

Books that have poetry in them:
from
the classroom library
the school library
the paperback shelf
the Public Library

SKILLS	TEACHING PROCEDURES
Listening Attentively, Courteously, and Selectively to Develop Background for a Trip	Take a trip: A Guided Tour of Washington, D. C.  The teacher makes the proper preparation for the trip - taking the trip, first, himself selecting possible points of interest for this class securing permission from officials and parents attending to health needs of children.
Selecting Important Facts From a Talk	Acquaint the children with facts about Washington using pictures L'Enfant's plan Modern Washington Layout of streets Sections of the city: NW NE SE SW Selected areas Mall Georgetown downtown shopping area Rock Creek Park public buildings embassies the new Southwest Physical aspects Land forms coastal plain stretching upwards to Florida Ave. piedmont rolling beyond Water forms Potomac and Anacostia Rivers confluence of the rivers near Haines Point Chesapeake and Ohio Canal starting in Georgetown Rock Creek Pierce Mill Falls in Rock Creek Park Kingman Lake

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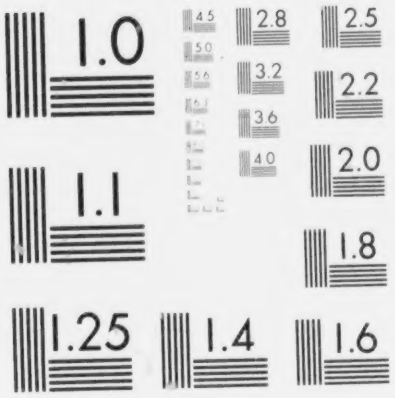
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1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

EACHING PROCEDURES

of Washington, D. C.

kes the proper preparation for the trip - -
, first, himself
ible points of interest for this class
ission from officials and parents
ealth needs of children.

h facts about Washington using pictures and a map:

NW NE SE SW

ing area
k

st

retching upwards to Florida Ave.
beyond

acostia Rivers
e rivers near Haines Point
Ohio Canal starting in Georgetown

ls in Rock Creek Park

MATERIALS

Large map of Washington
Pictures or slides:
- Washington in L'Enfant's day
- Modern Washington
  - Mall
  - museums
  - government buildings
  - Georgetown
  - the new Southwest
  - Rock Creek Park
  - downtown shopping area
  - embassies
  - Potomac River bridges
  - Chesapeake and Ohio Canal
  - Pierce Mill and the falls
  - Kingman Lake
  - Kenilworth Gardens

filmstrip projector that shows slides, if necessary

See:
- Carpenter, Allan. District of Columbia. Children's Press, Chicago. 1966.
- Kornhauser, Louis I., Washington Is . . . John Day Co. New York. 1965.
- Public Schools of the District of Columbia. Our City, Washington, D.C. 1967.

SKILLS	TEACHING PROCEDURES
	Kenilworth Aquatic Gardens with its pond Washington Channel *Encourage children to formulate guide questions. How does the new Washington in SW compare with the Georgetown? On which land form is our school located? Which of the water forms that you saw interested you t
Building Guidelines for Selective Listening During a Guided Tour	Discuss with the children the need for attentive, courteou during the tour. Guide the children in drawing conclusions like the followi Attention is necessary because of: distraction of traffic noises unfamiliar speech habits of the guide position of the guide in the front of the bus having to look and listen while the bus is in motion. Courtesy is necessary because of: possibility of distracting others questions having to be asked and answered at a part Selectivity is necessary because: the guide's lecture is planned for any tourist group facts to answer our guide's questions must be selec lecture and from teacher's comments. After the tour it is desirable to practice recall
Organizing Learnings From a trip	Encourage discussion of guide questions on returning fro Evaluate the listening situation. Guide children in discussing such questions as: How well could you hear the guide's talks? Why? What did we do when the guide began speaking to us on

TEACHING PROCEDURES

MATERIALS

lworth Aquatic Gardens with its pond
ington Channel

lren to formulate guide questions.
new Washington in SW compare with the old Washington in
?
form is our school located?
vater forms that you saw interested you the most? Tell why.

children the need for attentive, courteous, and selective listening
.

en in drawing conclusions like the following:
ecessary because of:
of traffic noises
speech habits of the guide
the guide in the front of the bus
look and listen while the bus is in motion.
ecessary because of:
of distracting others
having to be asked and answered at a particular scene.
necessary because:
s lecture is planned for any tourist group
nswer our guide's questions must be selected from the general
und from teacher's comments.

the tour it is desirable to practice recall while facts are vivid.

ussion of guide questions on returning from the tour.
tening situation.
in discussing such questions as:
ld you hear the guide's talks? Why?
do when the guide began speaking to us on the bus?

SKILLS	TEACHING PROCEDURES
	Guide children in discussing changes in procedure on tours tha more effective listening. Ask: "How could we hear more clearly on our next guided t Perhaps — (Ask for a newer, quieter bus.) (Ask for an air conditioned bus.) (Do absolutely no talking when the guide is talking.) (Stop talking immediately when he begins.)
Listening for Specific Details	Encourage pupils to role-play social situations as taking new frie their families, making new friends at a party, or on the playgrou Example: Discuss with children how knowledge and understanding of peop being with them much more. Ask questions, such as: How did you act with a new neighbor at first? How did things change when you knew him better? Decide with the children what facts you would like to know abou meet. Make a list of the following: name who makes up his family things he likes to do things he does well where he has been an interesting incident in his lif Review some of the language of introductions: Mary, I would like you to meet________. Mother, this is my friend________. John, I know you will enjoy meeting________. Tom, let me introduce you to Jack. Mary, here is my new friend. Her name is Ruth.

TEACHING PROCEDURES

MATERIALS

cussing changes in procedure on tours that might facilitate
ning.
we hear more clearly on our next guided tour?"

ewer, quieter bus.)
air conditioned bus.)
ly no talking when the guide is talking.)
immediately when he begins.)

e-play social situations as taking new friends home to meet
new friends at a party, or on the playground.

n how knowledge and understanding of people makes us enjoy
ch more.
ch as:
t with a new neighbor at first?
change when you knew him better?
ren what facts you would like to know about a person you are to

following:
who makes up his family
to do things he does well
een an interesting incident in his life

language of introductions:
like you to meet________.
s my friend________.
ou will enjoy meeting________.
ntroduce you to Jack.
my new friend. Her name is Ruth.

Cards: 3x5 with matching pictures

knife	fork
umbrella	galoshes
shoes	socks
toothbrush	toothpaste
paper	pencil
eyes	eyeglasses
telephone	directory
flowers	vase
car	garage
desk	chair
hen	rooster
right hand	left hand
pants	shirt
dollar bill	wallet
needle	thread
bat	ball
ice cream	cake

Box to hold the cards

SKILLS

TEACHING PROCEDURES

Guide children in finding partners.
  Let each child draw a card from the box.
  Ask these questions:
    What do you have? knife
    Who has something that goes with it? fork
  Indicate that the children with related pictures are partners.
  Be sure that each child can identify his partner.
  Allow children to have a 5 minute buzz session.
  Have children change seats so that partners sit together.
  Have children share facts about themselves with their partners
  Remind children to listen for facts related to the six points the
  Regroup the children after two minutes.
Call children to the front in pairs:
    knife and fork   needle and thread
Have children introduce each other to the group and present the si
them.
Have the listening group evaluate the presentation.
Ask questions, such as:
  How do you know that he listened for the facts of identification?
  Give two reasons why_____'s discussion was so interesting.
  Give examples of other situations in which it would be importan
  type of a presentation.

Use the telephone or the teletrainer with specific messages.

The teacher makes the telephone calls in this lesson.

Guide children in a discussion of listening to select each importan

CHING PROCEDURES

tners.
rd from the box.

nife
at goes with it? fork
with related pictures are partners.
an identify his partner.
5 minute buzz session.
ats so that partners sit together.
s about themselves with their partners.
for facts related to the six points they selected.
er two minutes.
pairs:
edle and thread
h other to the group and present the six facts concerning

aluate the presentation.

listened for the facts of identification?
___'s discussion was so interesting.
situations in which it would be important to use this

ainer with specific messages.

kes the telephone calls in this lesson.

ion of listening to select each important detail.

MATERIALS

Teletrainer or a pair of telephones

Messages:
#1. From Mr. Smith of the Midcity
Bicycle Shop
To John
Content:

SKILLS	TEACHING PROCEDURES

Focus attention on the necessity for remembering a telephone messag
Set up the telephones or the teletrainer.
Select a child who will answer the telephone when it rings.
Dial a number.
Ask these questions:
  May I speak to__________? (a person who is absent)
  May I leave a message for him?
Give the message in a voice that all children in the room can hear.
Terminate the telephone call politely:
  "Thank you very much. Goodbye."
  "Thank you for taking the message. Goodbye."
Have someone impersonate the child for whom the call was taken.
Have the person who answered the telephone give the message to the c
Let the class evaluate the listening situation:
  Comment on the selection of facts to be remembered.
  Comment upon the accuracy of recall.
Guide children in realizing the value of repeating the message to the c accuracy.
Proceed with messages #2 and #3 in the same manner.

When working with telephones, have children face away f other. This will make it imperative that the voices be c tive.

HING PROCEDURES

y for remembering a telephone message accurately.
etrainer.
the telephone when it rings.

(a person who is absent)
im?
at all children in the room can hear.
olitely:
odbye."
essage. Goodbye."
child for whom the call was taken.
the telephone give the message to the child.
ening situation:
f facts to be remembered.
of recall.
value of repeating the message to the caller for

#3 in the same manner.

h telephones, have children face away from each
make it imperative that the voices be communica-

MATERIALS

John's bicycle will be ready at four o'clock on Tuesday. He will have to call for it. The shop closes at six. The cost is $3.75.

#2. From Miss Vera of the Modern School of the Ballet
To Linda
Content:
Linda's ballet class will not be held this Saturday. All time is being spent on the preparation of the Tiny Tot's Recital. A lesson to make up for this one will be given next Friday at five o'clock at the studio. Please bring an extra leotard.

#3. From Dr. Carter of the Carter Veterinary Hospital
To Mr. Banks
Content:
Mr. Banks' dog, Timmie, has improved greatly. He still limps a little on his left front leg. In a week he will be able to go home. Provide a place for him on the first floor. Bring a harness leash to lead him home.

SKILLS	TEACHING PROCEDURES
Listening for Clues	Play a game. (modeled after Password) Review words associated with a reading lesson or a unit of work, D. C. Divide the class into two teams — A, B. Invite two children, one from each team, to come to the front of Show the rest of the class the secret word. Do not show the word to the two children in front of the room. Let a child from team A supply a one-word clue which will help guess the secret word. Guide pupils in using synonyms, antonyms, or related words as Give the team ten points if the child gets the word immediately, word and another child to represent team A. Allow a child from the other team to provide his teammate with word if the first team has been unsuccessful on its first chance Give team B ten points if it gives a clue which elicits the secret a new word and new team representatives for each team. Continue in this manner deducting a point as each team has to clue. Evaluate the usefulness of clues and the extent to which those teams listened to and remembered not only clues given by their also those suggested by the opposing team.

EACHING PROCEDURES

r Password)

with a reading lesson or a unit of work, as Washington,

teams — A, B.
rom each team, to come to the front of the room.
s the secret word.
he two children in front of the room.
supply a one-word clue which will help his teammate

onyms, antonyms, or related words as clues.
if the child gets the word immediately, and select a new
to represent team A.
her team to provide his teammate with a clue for the secret
as been unsuccessful on its first chance.
it gives a clue which elicits the secret word and select
m representatives for each team.
deducting a point as each team has to furnish an additional

of clues and the extent to which those representing their
emembered not only clues given by their own team, but
the opposing team.

MATERIALS

Sample word list:
government
monument
Capitol
capital
tourist
laws
L'Enfant
Potomac
avenue
Mall
dome
Congress
gallery
museum
embassy
creek
canal
blossoms
map

Cards for words used in game

SKILLS	TEACHING PROCEDURES
Listening to Reproduce What Is Heard	Use poetry.
	Example:
	Discuss briefly with children various forms in which water i
Memorizing a Poem	Recite the poem through once.
	Recite it again. Show the picture appropriate to the line you recite. Place each picture on the board ledge as the line is comp
	Review concepts by referring to the pictures.
	Encourage pupil participation.
	Discuss each form of water.
	Describe the water forms.
	Recite the poem again pointing to each picture in order.
	Encourage children to say the lines with you.
	Recite the poem again. Hold up the sentence strip appropriate to the line. Place the strip in front of the appropriate picture as each
	Have children read the poem with you.
	Point to the pictures and strips as you read.
	Remove sentence strips.
	Pass them to the children.
	Recite the poem with the children.
	Have children place the strips in the proper place on the ledge in the poem.
	Remove all strips from the ledge.
	Encourage individuals to lead in reciting the poem with the g
	Allow individuals to recite it alone.
	Have children select their favorite line to illustrate.
	Plan to have children recite the poem from their own illustra meeting.

EACHING PROCEDURES

dren various forms in which water is found on the earth.
once.

opriate to the line you recite.
the board ledge as the line is completed.
rring to the pictures.
ation.
ter.
s.
inting to each picture in order.
y the lines with you.

strip appropriate to the line.
nt of the appropriate picture as each line is completed.
oem with you.
strips as you read.

n.
children.
strips in the proper place on the ledge at the proper time

the ledge.
lead in reciting the poem with the group.
ite it alone.
ir favorite line to illustrate.
cite the poem from their own illustrations at the next

MATERIALS

Poem: "Water Is a Lovely Thing" by
Nancy Byrd Turner from
Witty, Paul and Freeland,
Alma. Treasure Gold:
Reading Caravan. Boston:
D.C. Health and Company.
1964. p. 70.

Colorful magazine pictures of water
in the following forms:

spring
river
dewdrop
summer
sea
pool
raindrop
pitcher
rainbow
puddle
fountain
bubble

water scenes in winter, spring
summer fall

SKILLS	TEACHING PROCEDURES
Enjoying A Story Pointing Out Differences in Plot Development	Use stories. Examples: Show these things to the children. an earring , probably from a gypsy a plume, probably from a prince's helmet a flask, probably full of a magic potion a picture of a dragon, probably the most fierce one in the wor Tell the children that these are the ingredients of a story. Encourage the children to tell how these figure in a story plot. Set the stage for listening. Emphasize the value of relaxed good posture. Remind the children to look at the reader. Review the necessity for being polite. Mention applause as a means of showing enjoyment. Read the story, "The Little Dragon." Encourage the children to make remarks about the story. Talk about the similarity or difference in story plots. Compare the humorous story read with more serious ones th made up. Evaluate this as a situation of listening for enjoyment.
Recalling Details and Following Directions	Use a game. Example: "Button, button. Who's got the button?" Pass the button box. Allow one half of the children in the room to select buttons. Give each child a chance to study his button carefully. Suggest that he look for these details: color size shape number of holes placement of hol any other characteristics that make the button unusual

EACHING PROCEDURES

hildren.
rom a gypsy
a prince's helmet
a magic potion
probably the most fierce one in the world.
e are the ingredients of a story.
tell how these figure in a story plot.

relaxed good posture.
look at the reader.
r being polite.
neans of showing enjoyment.
e Dragon."
make remarks about the story.
ty or difference in story plots.
story read with more serious ones they might have

n of listening for enjoyment.

. Who's got the button?"

dren in the room to select buttons.
o study his button carefully.
ese details:
number of holes placement of holes
ics that make the button unusual

MATERIALS

Three articles:
a plume or feather
a dangling hoop earring
a flask or bottle of liquid
A picture of a dragon
Savery, Constance. "The Little Dragon", from Delancy, F. W. and Iverson, W. J., Along the Sunshine Trail, Second Edition. New York: L. W. Singer Company, 1965. pp. 168-177.

A box containing many different kinds of plastic buttons

A list of descriptions of the buttons with directions as to whom to give each button

SKILLS	TEACHING PROCEDURES
	Caution all children to listen for these reasons: Children with buttons must listen because each button will be described the holder will be told what to do with it. Children without buttons must listen because their names will be called to receive buttons they must be sure they are receiving the right one. If the holder of the button does not respond to the descri the button is intended will repeat the facts of the descri Read descriptions and directions that are like these: "Give this button to Marie Jones : a small, bright red button, with white dots around the edge, and four small holes in the middle." Give the holder time to complete his task. Give the receiver time to acknowledge the receipt of the co Have the intended receiver, if there is an error in button id the details so that he will receive the correct button. Evaluate the listening situation. Encourage children to discuss the reasons for success o game. Stress listening for each detail.
Listening and Following Directions to Check Knowledge of Facts Learned in a Subject Matter Field	Use a list of directions that have been recorded on a tape. These directions may concern facts that have bee music, social studies, art, social living, or any teacher may assemble and use facts in the mann

ACHING PROCEDURES	MATERIALS
en for these reasons: ust listen because escribed d what to do with it. must listen because alled to receive buttons ey are receiving the right one. n does not respond to the description, the person for whom will repeat the facts of the description and the directions. ctions that are like these: rie Jones : utton, nd the edge, in the middle." nplete his task. cknowledge the receipt of the correct button. , if there is an error in button identification, repeat receive the correct button. ation. iscuss the reasons for success or failure in playing the h detail.	
ave been recorded on a tape. s may concern facts that have been learned in science, studies, art, social living, or any field of study. The ssemble and use facts in the manner explained below:	Tape recorder. Taped list of directions. Materials for use in following the directions given on tape.

SKILLS

TEACHING PROCEDURES

Have children prepare for the listening experience:
- Look at speaker.
- Be attentive.
- Have a purpose for listening.
- Think about what you hear.
- Be ready to share your thoughts.
  - Guide children in understanding that one may share thoughts:
    - in words
    - in doing something.
  - Have them find out that following directions is doing something.

Introduce three more items to remember when listening to follow direc
- Concentrate intently.
- Recall details carefully.
- Follow directions accurately.

Have children count off consecutively so that each child has a number.
Read directions or play a tape on which directions are recorded.
Be sure to leave time for action between directions.

Art

Number 1. Find a landscape on the pinboard.
Put your finger on the largest object in the foreground.

Science

Number 2. Select the proper number of children from the class.
Place them in the same position as the stars in the Big Dip
Children who are stars, keep places for the next direction.

Number 3. Select one child.
Place him near the Big Dipper in the position of the North

CHING PROCEDURES	MATERIALS
listening experience:	
ng.	
ughts.	
standing that one may share thoughts:	
following directions is doing something.	
o remember when listening to follow directions:	
ely.	
ecutively so that each child has a number.	
e on which directions are recorded.	
ion between directions.	
on the pinboard.	
n the largest object in the foreground.	
number of children from the class.	
e same position as the stars in the Big Dipper.	
stars, keep places for the next direction.	
he Big Dipper in the position of the North Star.	

SKILLS

TEACHING PROCEDURES

Music

Number 4. Select the same number of children as there ar
Have children raise arms to shoulder height an
Place the children in the position of lines on a s
Call them by the line names.

Give all directions.

Discuss and evaluate:

Ask: Did all children follow the directions carefully?
Did they understand what they were to do?

Discovering What Can Be Learned by Listening to Sounds

It may be necessary to divide this lesson into the t
naturally falls as indicated by the (*).

Use a tape recording of certain selected sounds.

Have children put their heads on the desks and close their
- Walk to the door.
- Turn off the lights.
- Turn on the lights.
- Write on the chalkboard.
- Open the desk drawer.
- Crumple a piece of paper.
- Close the drawer.

Have children open their eyes.

Ask: "What did I do?
How do you know?"

Encourage children to tell in detail what was done.

Guide children in concluding:
- They were listening.
- They could hear sounds.

CHING PROCEDURES

umber of children as there are lines in a music staff.
se arms to shoulder height and extend them sideways.
n in the position of lines on a staff.
ine names.

w the directions carefully?
what they were to do?

to divide this lesson into the three parts into which it
ndicated by the (*).

selected sounds.

on the desks and close their eyes.

s.

detail what was done.

MATERIALS

A tape recorder
A tape made from the record:
Pathways in Phonics, Vol. 1.

Sound on the tape grouped in this manner:

Place sounds
city farm zoo

Warning sounds
siren automobile horn
fire alarm bell police whistle

Message sounds
telephone bell door chimes
school bell church bells

Time sounds
crowing of a rooster
ticking and ringing of an alarm clock

SKILLS

TEACHING PROCEDURE

Ask: "What did you learn from listening?"
Guide children in telling:
where you were
what you were doing.

Write on chalkboard:
What Sounds Can Tell
Where things happen   Place sounds
What something is doing   Action sounds
Play a tape of these sounds:
busy city street   farmyard   zoo
Have children listen and identify the sound and the pl

*

Have children listen to a tape of the following sounds
siren   automobile horn   fire alarm bell   p

Ask: "Imagine that each one had a voice and could sp
What would he be saying to you?"
Encourage children to give such answers as:
Get out of the street!
Look out! Here comes a fire truck.
Get out! There's a fire.
Don't cross the street now!
Ask: "When someone shouts those words to you, wha
Encourage children to give their ideas.
Introduce the word warning.
Fill in the second item on the chalkboard under What
you about danger   Warning sounds
Have children listen to the tape of:
a telephone bell, door chimes, a school bell, churc
Ask: "Suppose each bell could speak in words.
What would it be saying to you?"

288 A

ACHING PROCEDURES

from listening?"

Place sounds
oing Action sounds
s:
rmyard zoo
dentify the sound and the place.

ape of the following sounds:
rn fire alarm bell police whistle

ne had a voice and could speak.
ying to you?"
such answers as:
!
nes a fire truck.
fire.
et now!
ts those words to you, what is he doing?"
their ideas.
g.
the chalkboard under What Sounds Can Tell: Tell
arning sounds
tape of:
himes, a school bell, church bells
ould speak in words.
to you?"

MATERIALS

Completed list on the chalkboard:

What Sounds Can Tell

Where things happen
Place sounds
What something is doing
Action sounds
About danger
Warning sounds
What to do
Message sounds
What time it is
Time sounds

SKILLS

TEACHING PROCEDURES

Encourage such answers,as:
Please, come and answer me.
Will you come and answer the door?
It is time to come into your classroom.
You are welcome to come in; it's church time.
Ask: "When someone says those things to you, what is he
Guide children in understanding that these sounds give mes
Fill in the third item on the chalkboard:
Tell you what to do   Message sounds

*

Have children listen to this series of sounds:
crowing of a rooster   ticking and ringing of an alar
Ask: "At what time of day do you generally hear this place
action sound?"
Encourage children to recall that these things are heard in
Write on the chalkboard:
Tell you what time it is   Time sounds

Interpreting Sounds and Organizing the Ideas into an Oral Paragraph

*Review the kinds of sounds and the things that sounds can do:
place sounds   action sounds   warning sounds   time
Have children recall the first sound they heard "this morn
Have children report the sound following these three direc
Make the sound: ring-ring-ring
Tell what makes such a sound: telephone
Tell what it does when it makes the sound: rings
Make three columns on the chalkboard:

Sound	Who or What	Do
ring-ring-ring	telephone	ri
tick-tick-tick	clock	ti

HING PROCEDURES

.
e door?
lassroom.
; it's church time.
e things to you, what is he doing?"
that these sounds give messages.
lkboard:
essage sounds

ies of sounds:
cking and ringing of an alarm clock
ou generally hear this place sound and this

at these things are heard in the morning.

ime sounds

things that sounds can do:
s warning sounds time sounds
ound they heard "this morning."
following these three directions:
ing-ring-ring
nd: telephone
kes the sound: rings
lkboard:

Vho or What	Does What
elephone	rings
lock	ticks

MATERIALS

Manila art paper
Crayons for each child

SKILLS

TEACHING PROCEDURES

Sound	Who or What	Does What
ruff-ruff-ruff	dog	barks
zzz-zzz-zzz	Father	snores
aaa-aaa-aaa	Baby	cries
screech	bed springs	creak
plop-plop	coffee	perks
"Breakfast is ready."	Mother	calls

The words noun and verb may be used for the second a column if the children know them.

Ask: "What kinds of sounds were you asked to report today?"

Encourage the children to recall that they were to report action so in the morning.

Have children read from the list of sounds.

Ask: "What time is it at your house?"

Write at the end of the lists:

Main idea: It is morning at my house.

Have children:

Give three items that tell about morning at their house, and con with the main idea:

The telephone rings. The dog barks.
Mother calls. It is morning at my house.

Give children assignment:

Illustrate morning at your house.

Include five ideas from the list or from your own listening expe

Discuss these time sounds

winter sounds: shovelling snow, spinning tires

summer sounds: thunder, motor boats, children's squeals and splashing water, ice cream vendor's bell.

ING PROCEDURES

MATERIALS

o or What	Does What
;	barks
ther	snores
by	cries
l springs	creak
ffee	perks
other	calls

verb may be used for the second and third
ren know them.
e you asked to report today?"
that they were to report action sounds heard

of sounds.
ouse?"

my house.

out morning at their house, and conclude

dog barks.
ng at my house.

use.
ist or from your own listening experience.

ow, spinning tires
otor boats, children's squeals and
water, ice cream vendor's bell.

SKILLS

TEACHING PROCEDURES

Guide children in understanding that time may mean many thin

time of year time of day time for dinner

time for a certain TV program time for holding a buddy's

Read over the facts on the chalkboard with the children. Clari

Give this assignment:

Listen for a sound that means the time of day to you.

Listen for the very first sound you hear when you wake up t

We will call it your morning sound.

Be ready to tell about it tomorrow.

Writing a Paragraph from a Listening Experience

Show the chart with the three lists about sound from the previo

Sound Who or What Does What

Have children share their pictures using five sentences.

Remind children to end the description with:

(Main idea) It is morning at my house.

Have each child trace the frame of his drawing with his finger.

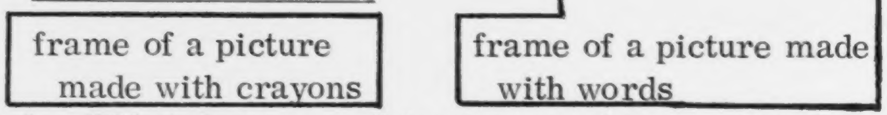
Draw on the board the shape of the frame of a picture made wi

Show pages from a story book.

Have children trace the frame of a picture made of words.

Draw this on the chalkboard:

Shapes to Remember


frame of a picture made with crayons
frame of a picture made with words

Ask: "What does everything in your drawing tell about?"

(Morning at my house)

Guide children in understanding that everything within the fram must tell only about morning at my house.

Ask: "What would you suggest as other suitable titles for our w

Write on the board:

Morning Sounds This Morning My House My Morning

Allow children to study their pictures.

CHING PROCEDURES

ng that time may mean many things:
day time for dinner
ram time for holding a buddy's hand

lkboard with the children. Clarify.

ans the time of day to you.
ound you hear when you wake up tomorrow morning.
ng sound.
morrow.

lists about sound from the previous lessons:
Does What
tures using five sentences.
scription with:
at my house.
me of his drawing with his finger.
of the frame of a picture made with colors.
k.
e of a picture made of words.

frame of a picture made
with words

in your drawing tell about?"

ing that everything within the frame of a word picture
ning at my house.
t as other suitable titles for our word picture?"

orning My House My Morning Early
pictures.

MATERIALS

Chart:
The three lists about sound from
the previous lesson
Sound Who or What Does What

Pictures drawn by children:
Morning at My House
lined paper
pencils

SKILLS	TEACHING PROCEDURES
	Encourage children to write a five sentence paragraph. Remind them to begin or end the paragraph with the main idea sentence. Point out these facts about writing a paragraph: Indent the first line. Let the beginning of each sentence follow the punctuation mark of the Help children who are using new words to record new ideas in this mann Write the three columns about sound on the chalkboard. Record the listening experiences of those who put ideas in their pictu
Developing a "Viewing Acquaintance" With Various Selected Masterpieces of Art Viewing Acquaintance means: - They have viewed the print. - They have listened to someone talk about it. - They have been guided in building vocabulary in order to verbalize their reactions to it. - They are now familiar enough with it to recognize it when they see it again. - They have certain understandings about it. - They have varying degrees of pleasant emotional reaction upon viewing it.	Use a print of the masterpiece, "St. George and the Dragon," by Raphael Sa Show the print on the opaque projector or a reproduction on the pinboar easel. Give the title of the painting and the name of the artist. Discuss the fact that this is a print of a masterpiece. Develop the concept of an art masterpiece: Ask: "Who has produced this piece of work?" a master "Who is a master?" one who has exceptional skill Guide children in understanding that an art masterpiece is a piece of work done by someone who has exceptional skill in art. an original work cannot be produced again Extend the concept of masterpiece to music, literature, and crafts. Develop the concept of a reproduction of a masterpiece. Ask: "What do I mean when I ask, 'Will you rewrite a paper?'" Say: "Write the paper over again. Retrace your steps to the door. Walk over your steps back again to the door. What does the prefix 're' mean? (to do over again) What would reproduction mean? (a production done over) How could you produce a masterpiece over again? (copy it) Which do you think is more valuable, the original or the copy?

EACHING PROCEDURES

e a five sentence paragraph.
nd the paragraph with the main idea sentence.
writing a paragraph:

h sentence follow the punctuation mark of the last sentence.
g new words to record new ideas in this manner:
s about sound on the chalkboard.
periences of those who put ideas in their pictures.

e, "St. George and the Dragon," by Raphael Santi.

ue projector or a reproduction on the pinboard or

ng and the name of the artist.
s a print of a masterpiece.
art masterpiece:
ed this piece of work?" a master
?" one who has exceptional skill
rstanding that an art masterpiece is a piece of art
e who has exceptional skill in art.
cannot be produced again
terpiece to music, literature, and crafts.
eproduction of a masterpiece.
when I ask, 'Will you rewrite a paper?'"
over again.
ps to the door.
teps back again to the door.
efix 're' mean? (to do over again)
oduction mean? (a production done over)
oduce a masterpiece over again? (copy it)
k is more valuable, the original or the copy? Why?"

MATERIALS

An opaque projector
A print or a reproduction of the painting: "St. George and the Dragon" by Raphael Santi
A tape recorded story that develops these facts:

George, a Christian, was a Roman soldier who lived in Turkey long ago. He was campaigning in Africa. He saw a weeping princess, the only daughter of a king whose country was terrified by a dragon who demanded, first animal, then human sacrifice.
The knight, calling upon his religion for help, subdued the beast, paraded him before the people using the sash from the princess' dress as a halter; then slew him. He attributed

SKILLS

-continued-
They may even select it as their own favorite.
- They may wish to share all of these experiences with others.

TEACHING PROCEDURES

Develop the concept of an art gallery as a museum.
  Ask: "Where do you think you could see an art masterpiece
    (in an art gallery)
  Extend the idea that an art gallery like the National Gallery
    place where there are preserved and exhibited works of art
    be of interest over a long period of time, a collection of the
    masters.

Turn on the projector again. Discuss the artist's portrayal of t

Discuss the painting.

Build a background of information about the history of the painti
  Select facts to introduce about the artist.
    Artist painted picture about 12 years after Columbus disc
    He was 21 years old.
    He had wonderful training as the son of a famous painter.
    He decorated many buildings in Rome.
    Santi directed the building of St. Peter's.
    Because of his fame, he was given a state funeral, when h

  Select facts to introduce about the painting.
    The painting was commissioned by a duke as a gift for Kin
    The King had made him a Knight of the Garter.
    St. George is patron saint of both England and the Knights
    Part of the motto of the organization is written on the blue
      Knight in the picture: "HONI"
  Refer to the subject of the painting.
    Ask: "Is there anything in the picture that you recognize
    List on the chalkboard such responses as:
      dragon knight spear beautiful lady cave horse
    Ask one or two children if they can make up a story about
Play the taped story of "St. George and the Dragon."
  Have children listen while they view the painting.

CHING PROCEDURES

gallery as a museum.
you could see an art masterpiece?"

gallery like the National Gallery of Art is a
eserved and exhibited works of art that should
period of time, a collection of the best of the

Discuss the artist's portrayal of the story.

ation about the history of the painting.
bout the artist.
bout 12 years after Columbus discovered America.

ing as the son of a famous painter.
ldings in Rome.
ling of St. Peter's.
e was given a state funeral, when he died at 37.

bout the painting.
nissioned by a duke as a gift for King Henry VII.
a Knight of the Garter.
aint of both England and the Knights of the Garter.
e organization is written on the blue garter of the
: "HONI"
e painting.
g in the picture that you recognize?"
such responses as:
ear beautiful lady cave horse
en if they can make up a story about them.
George and the Dragon."
e they view the painting.

MATERIALS

his victory to his religious beliefs; thus, becoming the personification of good over evil. Many were converted to his beliefs.

SKILLS

TEACHING PROCEDURES

Discuss the results of listening.
- Encourage children to make any comments they desire.
- Point to the six words on the board.
  - Have children recall other words they heard that mean the s

Extend the list on the chalkboard.

dragon	knight	spear	beautiful lady	cave
beast	soldier	lance	Cleodelinda	lair
creature	St. George	weapon	princess	dungeon
monster	hero		maiden	
evil one	warrior		victim	

Have children close their eyes and visualize the items on the list.
- Say: dragon

Encourage children to give picture words about the thing mentione
- fierce dragon   monstrous dragon   ferocious monster   fiery b
- hungry creature   ridiculous animal

Do the same with other words on the list.

Encourage children to "act out" some of the high points in the sto
- Stimulate the use of new words in the dialogue.
- Guide them in letting the words suggest the action.

Discuss viewing at the National Gallery of Art.
- The original painting of "St. George and the Dragon "
- The miniature masterpiece of "St. George and the Dragon "
- The alabaster sculpture of "St. George and the Dragon."

*Encourage the children to read the story of "St. George and the D library books.

ACHING PROCEDURES

MATERIALS

ning.
ake any comments they desire.
the board.
other words they heard that mean the same.

board.

spear	beautiful lady	cave	horse
lance	Cleodelinda	lair	charger
weapon	princess	dungeon	handsome beast
	maiden		
	victim		

yes and visualize the items on the list.

picture words about the thing mentioned.
us dragon ferocious monster fiery beast
lous animal
rds on the list.
out" some of the high points in the story.
words in the dialogue.
e words suggest the action.
ional Gallery of Art.
"St. George and the Dragon "
ece of "St. George and the Dragon "
f "St. George and the Dragon."
read the story of "St. George and the Dragon" from

SKILLS

TEACHING PROCEDURES

Interpreting Poetic Language

Use poetry.

Example: "Pippa Passes" by Robert Browning

Discuss with children poetic language or "words with wings."
Refer to the descriptive character of the words.
Refer to their musical sound.
Refer to the rhythm and rhyme in lines of poetry.
Recite "Little Boy Blue."
Call attention to the contractions:
where's he's

Lesson 1. Interpreting Poetic Language

Have children give ideas as to their meanings:
where's — where is he's — he is
Encourage children to talk about other contractions:
"'Twas the night before Christmas," – it was 'tis — it
over 'ere — before 'til — until
Recite lines of poetry to show how contractions maintain the rh
contribute to the pleasing sound of a line.
Show children the poem.
Read the poem.
Clarify the concepts of:
dew pearled lark snail thorn
Direct children to listen for what they think the poem tells.
Reread the poem.
Point out the contractions.
Encourage the children to change the contractions to two words
Rewrite the poem on the chalkboard spelling out the contractio
year's-year is, day's-day is, morning's-morning is, snail's-
God's-God is, All's-All is.

Reread the poem. Have children listen carefully.
Be sure they notice the lack of rhythm.

CHING PROCEDURES

y Robert Browning

language or "words with wings."
haracter of the words.
und.
hyme in lines of poetry.

ntractions:

as as to their meanings:
is he's — he is
talk about other contractions:
fore Christmas," – it was 'tis — it is o'er —
efore 'til — until
to show how contractions maintain the rhythm and
sing sound of a line.
n.

f:
k snail thorn
en for what they think the poem tells.

ions.
n to change the contractions to two words.
he chalkboard spelling out the contractions:
y's-day is, morning's-morning is, snail's-snail is,
s-All is.

ve children listen carefully.
e lack of rhythm.

MATERIALS

Poem copied on chart or chalkboard:
"Pippa Passes" by Robert Browning
from
Eleanor M. Johnson and Leland
Jacobs, Adventure Lands. Treasury
of Literature Readtext Series.
Columbus, Ohio: Charles E. Merrill
Books. 1960 . p. 231.

Manila drawing paper
Crayons for children

SKILLS | TEACHING PROCEDURES

Discuss what would be included in a picture using all of the ideas fro
Encourage the children to illustrate the poem including all of the ide

Lesson 2. Interpreting a Poem in Terms of a Weather Report

Example: Comparing the weather report with a poem about weather

Read aloud a weather report from the newspaper.

Use the teletrainer or two telephones.
  Have one child dial WE 6-1212.
  Answer the telephone with the weather report.
Guide the children in recalling the information given by telephone re
Record it on the chalkboard:
- greeting
- date and time of day
- present weather conditions
- temperature reading
- humidity reading
- precipitation, if any
- outlook for the day
  - condition of the sky: cloudy, overcast, clear
  - description of the day: cool, warm, cold, or hot
- review of yesterday's weather
- prediction of tomorrow's weather
- pressure reading.

Discuss how a report is made:
- facts only
- as short as possible
- no ideas of the reporter, himself, given.

Discuss how a poem is written:
- language that makes pictures
- lines that have rhythm and may rhyme
- words that make a pleasant sound when used together
- contractions that help to keep the rhythm.

HING PROCEDURES	MATERIALS
d in a picture using all of the ideas from the poem. strate the poem including all of the ideas expressed.	
her report with a poem about weather.	A weather report from a daily paper
rom the newspaper.	
phones. 1212. the weather report. the information given by telephone reporters.	A copy of the weather report given over the telephone from the Weather Bureau on a chart or on the Weather Poem copied on a chart:
	"Pippa Passes" by Robert Browning from Eleanor M. Johnson and Leland B. Jacobs, Adventure Lands. Treasury of Literature-Readtext Series. Columbus, Ohio: Charles E. Merrill Books, Inc. 1960. p. 231.
oudy, overcast, clear cool, warm, cold, or hot er ather e:	Pictures drawn by children showing ideas expressed in "Pippa Passes" displayed on the pinboard. Teletrainer or a pair of telephones
imself, given. n: res may rhyme t sound when used together eep the rhythm.	

SKILLS	TEACHING PROCEDURES
	Direct attention to the children's pictures on the board. Direct children to listen for elements of a weather report in " Read the poem. Reread the poem line by line. Guide children in analyzing. Read the first line. Ask: "Which part of the weather report does this line gi (part of the date) Read the second line. Ask: "Which part does this line give?" (time of day or edition of the paper) Continue with each line, reading and identifying the part to which it refers. Ask: "What is the condition of the air?" (warm and moi "What is the condition of the ground?" (dewy) "Is anything unusual going on?" (only the usual) "What kind of a day is it in general?" (a pleasant Have children think about how "Pippa Passes" would be worde in a morning newspaper, or as a report over the telephone fr Bureau.
Lesson 3. Organizing Ideas From a Poem for a Weather Report	Review with the children the kind of language used in poetry. Guide children in recalling the ideas from the chart. Recite "Pippa Passes" with the children. Review the kind of language used in a weather report. Have a child dial WE 6-1212. Read the weather report to him over the teletrainer. Review items on chart. Direct the children's attention to the pictures they have made "Pippa Passes." Have them study the pictures and recall the poem for the eleme weather report that are on the chart.

HING PROCEDURES

's pictures on the board.
ements of a weather report in "Pippa Passes."

e.

weather report does this line give?"

his line give?"
n of the paper)
reading and identifying the part of the weather report

tion of the air?" (warm and moist)
tion of the ground?" (dewy)
al going on?" (only the usual)
y is it in general?" (a pleasant spring day)
"Pippa Passes" would be worded as a weather report
is a report over the telephone from the Weather

ind of language used in poetry.
the ideas from the chart.
n the children.
sed in a weather report.
12.
him over the teletrainer.

n to the pictures they have made about ideas from

and recall the poem for the elements of an oral
he chart.

MATERIALS

Charts of facts about poetry and prose developed in the previous lesson:

In poetry there are
- words that make pictures
- words that have a pleasant sound when used together
- contractions that help to keep rhythm
- thoughts that make us imagine.

SKILLS	TEACHING PROCEDURES
	Allow the children five minutes in which to organize their ideas f "Pippa Passes," according to the oral weather report. Call on pairs of children to be caller and reporter from the Weat Evaluate as to whether: chart ideas were followed the reporter gave a true report according to the poem.
Selecting the Favorite Version of a Story	Use parts of two versions of a story: "The Sleeping Beauty." Place both farm pictures on the pinboard. Have children select the picture they like best. Encourage children to build a small vocabulary list of opposites: interesting-dull pretty-plain colorful-dull Discuss with the children the reasons for their selection of the p

ACHING PROCEDURES

utes in which to organize their ideas from the poem,
to the oral weather report.
be caller and reporter from the Weather Bureau.

d
report according to the poem.

story: "The Sleeping Beauty."

n the pinboard.
cture they like best.
a small vocabulary list of opposites:
tty-plain colorful-dull
he reasons for their selection of the picture.

MATERIALS

In a report there are
- facts
- simple words
- no opinions and short sentences.

Chart about a weather report developed in the previous lesson:

An oral weather report gives
- a greeting
- the time of day
- present weather conditions
- temperature reading
- humidity reading
- pressure reading
- precipitation, if any
- winds, if any
- outlook for the day
- review of yesterday's weather
- predictions of tomorrow's weather
- a polite closing.

A copy of the weather report from Weather Bureau.

Pictures the children have drawn about facts from "Pippa Passes" on the pinboard

A teletrainer or a pair of telephones

From the National Dairy Council Kit
- farm panorama in color
- a black and white farm scene — or —
- any very colorful scene suitable to class
- a black and white or sepia picture of a similar place

SKILLS	TEACHING PROCEDURES
	Encourage the use of the newly selected words. Indicate that there is selection in other fields, also. Have children select objects they prefer from a display on a table. *Encourage them to extend the vocabulary of opposites: long-short exciting-dull interesting-uninteresting entertaining-boring gay-lifeless bright-drab Discuss with children reasons for their choices. Read the paragraph "The Sleeping Beauty" listed under Materials. Read "The Sleeping Beauty" from The Treat Shop. Have children select the story they like best. Encourage them to give reasons using the new vocabulary lists. Point out to children that they will find necessity for selectivity in many of literature. Allow children to mention any other fields they might suggest.

G PROCEDURES

ected words.
ther fields, also.
refer from a display on a table.
bulary of opposites:
interesting-uninteresting
less bright-drab
their choices.
Beauty" listed under Materials.
The Treat Shop.
like best.
sing the new vocabulary lists.
find necessity for selectivity in many other types

r fields they might suggest.

MATERIALS

Objects which would appeal to children

Paragraph: "The Sleeping Beauty"

Once there lived a king and queen. They wanted a child. One day a child was born to them. The king and queen had a party for their daughter. They invited the good fairies. They did not invite the bad fairy. The good fairies gave the baby some presents. Then, the bad fairy came in. She said that the girl would prick her finger on a spindle and die when she was sixteen years old. One good fairy said that she would not die. She would sleep for a hundred years. Then, a prince would awaken her. It all happened just as the good fairy said. All lived happily ever after.

Johnson, Eleanor M. and Leland Jacobs, Treat Shop. Columbus, Ohio: Charles E. Merrill Books. 1960. pp. 107-109.

or

Kissen, Fan, The Straw Ox and Other Plays. Boston, Mass.: Houghton Mifflin Company. 1964. pp. 116-127.

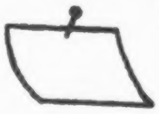
SKILLS | TEACHING PROCEDURES

Sharing Sensory Images

Use a story: The legend "Pegasus, The Winged Horse" translated by
Hawthorne or some other desirable version.

- Review the guidelines for effective listening.
- Tell the story showing vivid pictures along with the text.
- Emphasize the unusual and beautiful ideas, such as:
  - Pegasus' wings could help him soar high above the earth.
  - Pegasus caused a spring to bubble up by tapping the ground with
  - A child and the youth were the only believers in his existence.
- Encourage children to relive the experiences and emotions of both rider.
  - Ask questions of this type:
    - How did Bellerophon feel when he mounted Pegasus?
    - What do you think he said? How did he say it?
    - How did the sky look to him? How did the earth look?
    - What do you think he said? How did he say it?
    - Impersonate him.
    - How would you have felt?
      - sighting the horse mounting soaring landing
      - remembering the experience

Interpreting a Poem



If this is a lesson for a literature period it may
intended for a regular class period the lesson i
parts here.

Use a poem: "Words With Wings" by Dorothy Hall.

- Review with the children the story of "Pegasus and the Chimera."
- Use sequence pictures to guide in recalling facts in order.
- Allow children to tell about the most exciting part.
- Recite the poem "Words With Wings."
- Encourage children to discuss the expression words with wings.

CHING PROCEDURES

us, The Winged Horse" translated by Nathaniel
ne other desirable version.

ective listening.
pictures along with the text.
autiful ideas, such as:
him soar high above the earth.
o bubble up by tapping the ground with his hoof.
the only believers in his existence.
the experiences and emotions of both the horse and the

el when he mounted Pegasus?
id? How did he say it?
him? How did the earth look?
id? How did he say it?

t?
mounting soaring landing
perience
lesson for a literature period it may continue. If it is
for a regular class period the lesson is divided into two
e.

s" by Dorothy Hall.

story of "Pegasus and the Chimera."
de in recalling facts in order.
he most exciting part.
Wings."
s the expression *words with wings*.

MATERIALS

Pegasus, The Winged Horse: A Greek Myth retold by Nathaniel Hawthorne. New York: The Macmillan Company. 1963.

or

O. N. Darby and Henrietta Darby (ed.), *Favorite Stories*. Austin, Texas: The Steck Company. 1956 . pp. 63-87.

or

Mary Hill Arbuthnot, (ed.) *Time for Fairy Tales*. Fairlawn, New Jersey: Scott, Foresman and Company. 1952. pp. 227.

(Note) This version of the story needs expanding in order to make the adventure colorful and exciting to the children; therefore, it is recommended that the story be read by the teacher to get the story line, then, told to the children in colorful language.

—Poem: "Words With Wings" by Dorothy Hall — —

from

Eleanor M. Johnson and Leland B. Jacobs, *Magic Carpet*: A Treasury of Literature-Readtext Series. Columbus, Ohio: Charles E. Merrill Books, Inc. 1960 . p. 151.

SKILLS	TEACHING PROCEDURES
	Emphasize: Where they are found: in poetry in good prose in beautiful speech. What they are: descriptive words: winged; handsome; crystal; soarin carefully selected words: grubby; earthbound words arranged in a special way: lines of poetry sounds of phrases: "steeds with silver wings" rhythm of lines: "some words will never fly" rhymes. How they are different from other words: make pictures for you sound beautiful make you imagine things. Compare the flight on Pegasus with the flight on "words with win Emphasize: An experience one would like to repeat A thrilling journey away from ordinary things A flight full of imagination. Build a vocabulary list of "words with wings" from the story. Select words about: Pegasus Bellerophon the flight feelings sight Guide children in building a picture dictionary of these words. Have each child select the words he will work with. Encourage children to identify words in other lessons.

TEACHING PROCEDURES	MATERIALS

re found: in poetry in good prose
in beautiful speech.

re:
ve words: winged; handsome; crystal; soaring
selected words: grubby; earthbound
ranged in a special way: lines of poetry
phrases: "steeds with silver wings"
lines: "some words will never fly"

e different from other words:
tures for you
autiful
imagine things.

t on Pegasus with the flight on "words with wings."

ce one would like to repeat
ourney away from ordinary things
of imagination.
y list of "words with wings" from the story.
bout:
Bellerophon the flight feelings sights
building a picture dictionary of these words.
elect the words he will work with.
en to identify words in other lessons.

SKILLS	TEACHING PROCEDURES
Listening for Enjoyment	Use poetry.
Listening to Form Visual Images Listening to Memorize	Show pupils a cardboard artist's pallette with globs of color "What Is Pink?" Have pupils identify the colors and use their imaginations in objects of the same color. Introduce and read the poem "What Is Pink?" Ask children to recall pictures visualized as the poem was Reread. Place flannel cut-outs representing each item described on Ask the questions asked in the poem and let pupils refer to they answer each question. Replace the flannel pictures with matching swatches of color. Ask pupils to recall the pictures represented by each color, proper cut-out under the appropriate color. Have pupils join in saying the poem by allowing them to ask teacher reads the responses. Remove pictures and swatches from the flannel board. Ask pupils to recall the items in the poem in proper sequence Repeat the poem allowing pupils to join in whenever possible.
Using Poetry to Stimulate Creative Responses	Use color questions similar to those in the poem. Have pupils draw or paint pictures of things which the colors Encourage pupils to add background to their pictures. Have pupils think of descriptive words and phrases to describe setting. Allow a number of pupils to share their favorite picture and of it. Let pupils select the most interesting pictures and description a poem patterned after "What Is Pink?" Record the poem for the class.

TEACHING PROCEDURES

artist's pallette with globs of color mentioned in the poem

colors and use their imaginations in transforming them into
ior.
oem "What Is Pink?"
ictures visualized as the poem was being read.

epresenting each item described on the flannel board.
in the poem and let pupils refer to the flannel cut-outs as
tion.
ures with matching swatches of color.
pictures represented by each color, and to replace the
he appropriate color.
ng the poem by allowing them to ask the questions while the
onses.
atches from the flannel board.
items in the poem in proper sequence.
ng pupils to join in whenever possible.

ilar to those in the poem.
int pictures of things which the colors call to their minds.
background to their pictures.
scriptive words and phrases to describe the picture and its

ls to share their favorite picture and give an oral description

ost interesting pictures and descriptions to use in creating
r "What Is Pink?"
e class.

MATERIALS

Poem

Artist's pallette made of cardboard with globs of color
Construction paper to simulate paints

Flannel cut-outs:

rose
poppy
sky
swan

pear
grass
violet tinted clouds and sky
an orange

8 swatches of felt-backed red construction paper or flannel

Crayons or paints

SKILLS

TEACHING PROCEDURES

Forming Generalizations

Use stories and a poem. Stories: "The Fisherman and His Wife" and Wishes" Poem: "I Keep Three Wishes Ready"

- Review with children the standards for effective listening.
- Prepare the children, room, and atmosphere for listening.
- Tell the two stories or read them with expression.
- Compare the two stories according to the following suggestions:
  - Which one was humorous?
  - Give examples.
  - Which one made you think a great deal?
  - What was the lesson to be learned?

The lesson may be divided into two parts at this point.

- Review the facts about the use of the three wishes in "The Fisherm
- Ask questions similar to the following:
  - Why was he given three wishes?
  - How did his wife use the wishes?
  - Would you have made these choices? Tell why.
- Proceed in the same manner with "The Three Wishes."
- Develop with the children some guidelines for desirable wishes to in ideas as:
  - They satisfy the wisher.
  - They harm no one.
  - They help as many as possible.
- Recite or read the poem "I Keep Three Wishes Ready" by Annette W
- Discuss the ideas in the poem.
- Encourage children to tell their wishes.
- Role-play the idea of the poem:
  - Select one child to be the fairy, and supply the wand.
    - Characterize a fairy.
    - Have child act out fairy movements and speech.

ACHING PROCEDURES

ies: "The Fisherman and His Wife" and "The Three
'hree Wishes Ready"

andards for effective listening.
ı, and atmosphere for listening.
d them with expression.
ccording to the following suggestions:
s?

ık a great deal?
e learned?

y be divided into two parts at this point.

use of the three wishes in "The Fisherman and His Wife."
e following:
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wishes?
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ossible.
Keep Three Wishes Ready" by Annette Wynne.
em.
their wishes.
oem:
e fairy, and supply the wand.
.

iry movements and speech.

MATERIALS

Arbuthnot, May Hill, editor. Time for Fairy Tales. Scott Foresman and Co. New York. 1952. pp. 54-58.

Austin, Mary C. and Mills, Queenie B. The Sound of Poetry. Allyn and Bacon. Boston. 1963. p. 292.

Johnson, Eleanor M., Jacobs, Leland B., and Turner, Jo Jasper, editors. Treat Shop. Charles E. Merrill Books. Columbus, Ohio. 1960. p. 87.

SKILLS

TEACHING PROCEDURES

Have the fairy flit to a child, touch her with the wand, a
Allow each child approached to present one wish to the
Have the fairy grant the wish as she says, "I grant the
Invite the child to act out the use of the wish.

Dialogue and action may proceed as follows:
"I wish I had a bicycle.
I would ride away."
"I grant thee thy wish."
– The child pretends to ride off. –
"Thank you, kind fairy."

Recite the poem about three or four times.
Encourage children to join in when and where they wish.
Plan to have pupils memorize the poem.

Interpreting Figurative Language

Use sentences incorporating figurative language and appropri

Ask pupils if they have ever heard anyone use an expressio
ball. (Use any expression that is popular with young peo
Invite pupils to describe what the person does which merit
Accept answers like these:
keeps up with things
gets along with others
thinks for himself
finds ways to solve problems.
Ask the children what meanings ball usually carries.

TEACHING PROCEDURES

to a child, touch her with the wand, and offer to grant a wish.
pproached to present one wish to the fairy.
ant the wish as she says, "I grant thee thy wish."
act out the use of the wish.

on may proceed as follows:
bicycle.
away."
hy wish."
etends to ride off. –
nd fairy."

ut three or four times.
o join in when and where they wish.
nemorize the poem.

ating figurative language and appropriate pictures.

ave ever heard anyone use an expression, such as: He's on the
ression that is popular with young people).
ribe what the person does which merits such description.
these:
ngs
hers
f
ve problems.
at meanings ball usually carries.

MATERIALS

Picture suggestions:
- someone listening anxiously
- father and son having fun
- father looking proudly at son
- youngster helping his father
- a delighted person
- child anticipating contents of a surprise package
- someone looking very frightened
- a person performing a generous act
- a little girl looking clean and neat in a brightly colored dress

SKILLS	TEACHING PROCEDURES

*Present pictures and sentences in which figurative languag emphasis.

Example:

Pictures	Sentences
Someone listening anxiously	He was all ears.
Father and son having fun together	Don is a chip off the ol
Father looking at son proudly	John was the apple of h
Youngster helping his father	Bob gave Father a han
Someone who appears to be quite delighted	Her heart sang. She felt like walking o
Child anticipating the contents of a surprise package	Her eyes sparkled.
A boy or children who look very frightened	They were frozen with Michael's knees turnec
Someone extending a generous act	She was all heart.

HING PROCEDURES	MATERIALS
s in which figurative language has been used for	a judge in court an appetizing dish leaves and limbs bending in a storm
Sentences He was all ears. Don is a chip off the old block. John was the apple of his father's eye. Bob gave Father a hand. Her heart sang. She felt like walking on air. Her eyes sparkled. They were frozen with fear. Michael's knees turned to water. She was all heart.	

SKILLS

TEACHING PROCEDURES

A little girl looking clean and neat in a brightly colored dress	Lori was as fresh as
A judge in court	He was appointed to
Food appetizingly arranged	What is your favori
Leaves and limbs bending in the wind	The wind screamed t

Ask pupils:

- to interpret sentences
- to find the words used for emphasis
- to think of situations, real or from reading materials, would apply.
- to suggest new ways to express the same idea
- to collect pictures which fit the descriptive sentences
- to listen or look for interesting phrases in stories.

*Place pictures with sentences which can be used as patt accessible to pupils.

Encourage those interested in writing to express themse patterns as a guide.

EACHING PROCEDURES	MATERIALS
an Lori was as fresh as a daisy.	
He was appointed to the bench.	
nged What is your favorite dish?	
ng The wind screamed through the trees.	
for emphasis eal or from reading materials, where the sentences	
express the same idea ch fit the descriptive sentences teresting phrases in stories.	
ences which can be used as patterns in a place	Selected pictures with sentence strips
ed in writing to express themselves using the	Writing materials for childr

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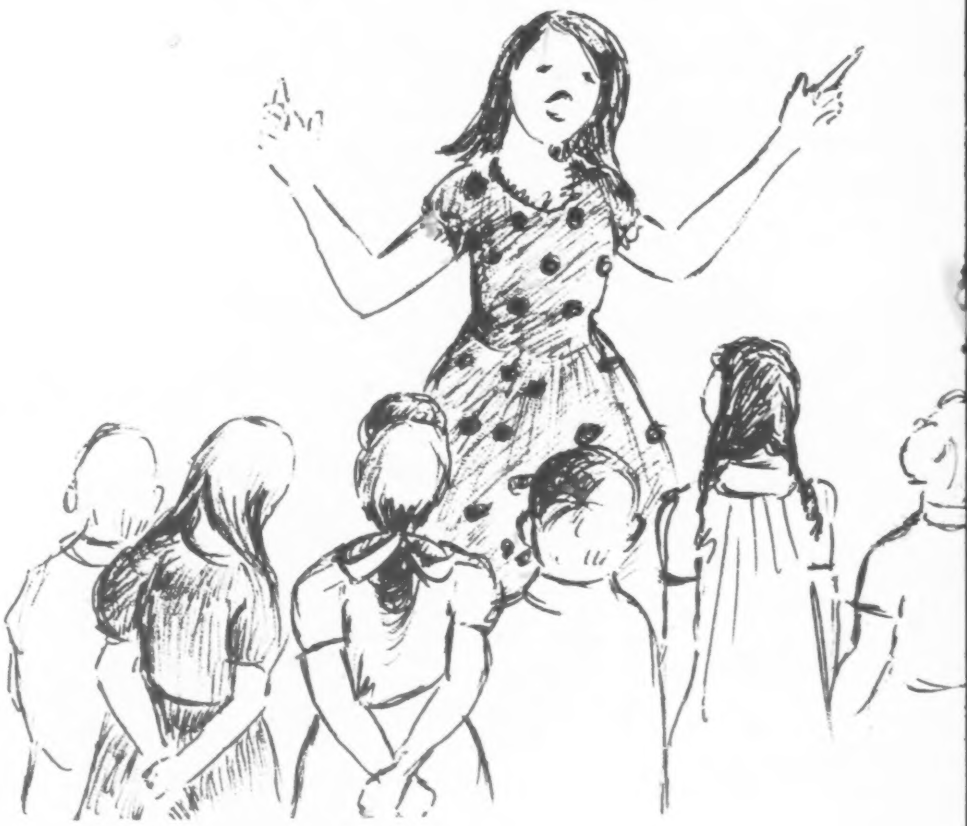
SPEAKING

SKILLS	TEACHING PROCEDURES
	
Reinforcing Speaking Standards	Initiate a discussion to stimulate the recall of standards studied i which promote effective speaking. Guide the thinking with questions,as: When we speak, what do we do to be heard by everyone? Possible Answers: Use a clear voice. Adjust size of voice to the size of the room and the gr Speak clearly.

EACHING PROCEDURES

MATERIALS

ulate the recall of standards studied in previous grades
eaking.

uestions,as:

lo we do to be heard by everyone?

e.
oice to the size of the room and the group.

Felt pen
Large lined chart paper
Sentence strips
Two sets of small cards (2"x2") each set numbered 1-15

SKILLS	TEACHING PROCEDURES
	How do we keep the audience interested? Possible Answers: Keep eye contact with the group when talking. Say something of value. Stay on the topic of interest. Give others a turn to talk. How can we be ready to speak our ideas? Possible Answers: Listen carefully to the contributions of others. Think thoughts through before we speak. Think correct sentence formations. Continue questions and discussion to stimulate pupils' re Talk freely. Share personal experiences. Wait for your turn to speak. Try not to interrupt the speaker. Guide the children toward clearly and correctly stated st Record these on chart paper. Let the standards be read from the chart. Divide the class into two equal groups. Separate them. Have one pupil from each group distribute a set of numbe members of his group. Direct pupils with corresponding numbers in each group become study partners. Direct study partners to select and copy on a sentence st they would like to dramatize and illustrate at the next s Explain that their choice is to be kept a secret until that

TEACHING PROCEDURES

MATERIALS

ep the audience interested?

nswers:

ve contact with the group when talking.

nething of value.

the topic of interest.

hers a turn to talk.

e ready to speak our ideas?

nswers:

carefully to the contributions of others.

houghts through before we speak.

orrect sentence formations.

ns and discussion to stimulate pupils' recall of ideas as:

eely.

ersonal experiences.

r your turn to speak.

t to interrupt the speaker.

en toward clearly and correctly stated standards.

chart paper.

ds be read from the chart.

into two equal groups.

from each group distribute a set of numbered cards among the
is group.

ith corresponding numbers in each group to find each other and
partners.

rtners to select and copy on a sentence strip the standard that
e to dramatize and illustrate at the next session.

ir choice is to be kept a secret until that time.

SKILLS | TEACHING PROCEDURES

Explain that positive features of the standard should be demonstrated b of the team and the pitfalls to be avoided in achieving the standard sh other member.

Encourage pupils toward originality in the creation of a situation and i of their presentation.

Use the extra pupil, the one who distributed the numbered cards, as an for the session.

Provide pupils with time and a place to create jointly and to rehearse t

This lesson may be divided into two parts at this point.

Let the announcer open the session with his prepared explanation of th the presentations.

Prepare the audience to listen carefully to determine which standard e portrays and to evaluate each presentation.

Have the announcer direct the period following each team when the audi the standard.

Guide the pupils to formulate interesting beginnings for their questions

Could it be . . . . .
Perhaps it is . . . .
I have a feeling it is . . . .

(Upon the correct answer, the team displays the sentence strip with th clearly written on it so that it may be read as previously stated by th

Follow each team's presentation with a brief evaluation of it by the clas

Evaluate in terms of:

originality and suitability of the situation
clearness of speech and ideas as presented.

Continue until all teams have been presented.

TEACHING PROCEDURES

MATERIALS

atures of the standard should be demonstrated by one member
tfalls to be avoided in achieving the standard shown by the

d originality in the creation of a situation and in the wording

one who distributed the numbered cards, as an announcer

e and a place to create jointly and to rehearse their ideas.

may be divided into two parts at this point.

the session with his prepared explanation of the purpose of

o listen carefully to determine which standard each team
ate each presentation.
ect the period following each team when the audience guesses

mulate interesting beginnings for their questions, as:

. . . .
s . . . .

ver, the team displays the sentence strip with the standard
so that it may be read as previously stated by the class.)
esentation with a brief evaluation of it by the class.

ability of the situation
and ideas as presented.

ns have been presented.

SKILLS	TEACHING PROCEDURES
	Carry the conclusion of this over to another period, if necess Evaluate the performance of the announcer.
Building Standards for Conversing	Show pupils a ball. Ask all to be alert to catch the ball should it be thrown to the Throw the ball to pupils at random, and ask each receiver to Suggest that sometimes when we discuss things in class the t child answers, the teacher makes another comment, and anc Repeat the same ball game to emphasize this idea. Be sure pupils associate passing the ball with the idea of pas back and forth in dialogue fashion.
	Suggest that the ball-throwing activity be handled in a new wa Instruct each pupil who receives the ball to throw it to whom the teacher, or any pupil. Guide pupils in understanding that many had a chance to parti asking: "How was this game different?" Point up the fact that when pupils comment on or respond to pupils they should do it with the same courtesy which they w teacher. Compare the activity with the idea of multilateral conversatio
	Comment: "During our ball game sometimes a pupil missed Ask: "How could a person miss 'the ball of conversatio Emphasize the importance of listening carefully to comments to add to or question. Stress the importance of keeping the ball and the "ball of conv smoothly and easily.

TEACHING PROCEDURES	MATERIALS
of this over to another period, if necessary. ance of the announcer.	
	Large ball
catch the ball should it be thrown to them. ils at random, and ask each receiver to return it. es when we discuss things in class the teacher speaks, a eacher makes another comment, and another child speaks. game to emphasize this idea. iate passing the ball with the idea of passing a conversation alogue fashion.	
throwing activity be handled in a new way. ho receives the ball to throw it to whomever he might choose — pupil. standing that many had a chance to participate this time by this game different?" when pupils comment on or respond to remarks of other lo it with the same courtesy which they would extend to the with the idea of multilateral conversation.	
ur ball game sometimes a pupil missed the ball." ld a person miss 'the ball of conversation'?" rtance of listening carefully to comments being made in order n. e of keeping the ball and the "ball of conversation" moving y.	

SKILLS

TEACHING PROCEDURES

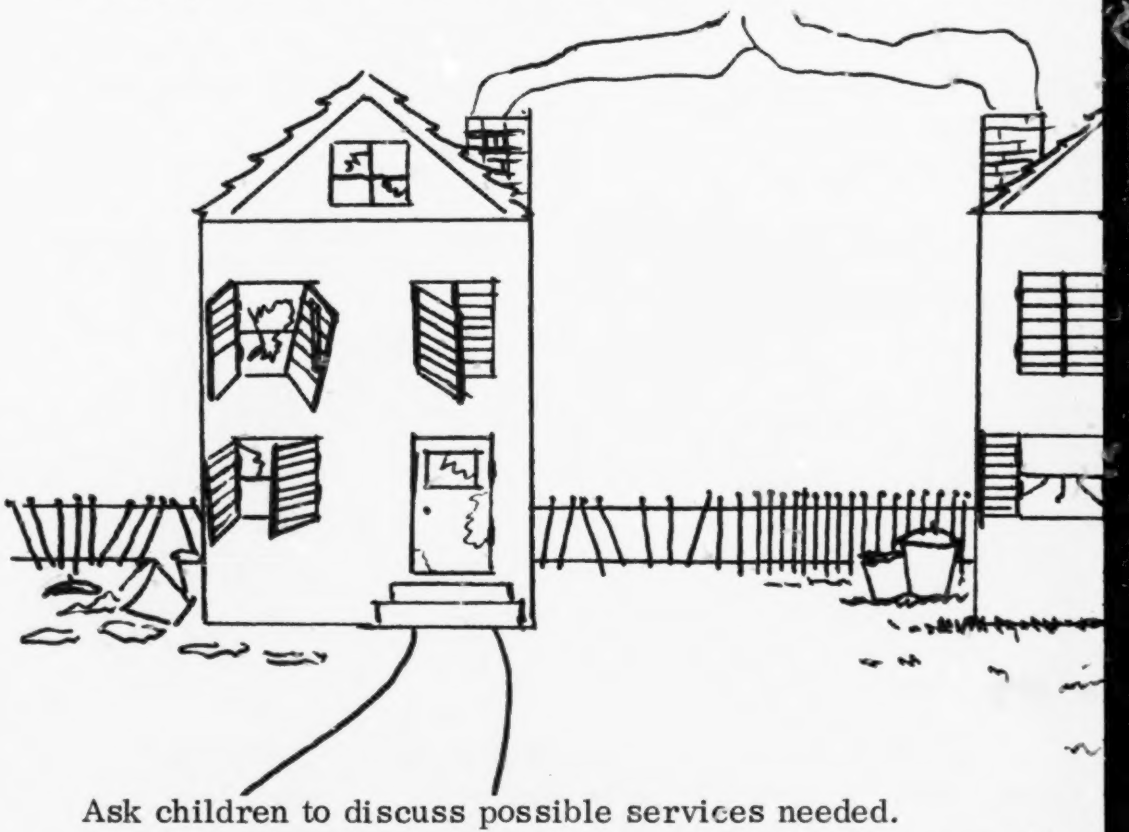
Building Conversation Skills

Use pictures.

Display a magazine picture of a situation in which most childre
themselves at some time.
Invite pupils to study the picture; reflect on it; and relate brief
interesting personal experiences suggested by the picture.
Present a similar scene with a different activity taking place.
Encourage other pupils to use the new picture to stimulate desc
experiences in order to give new direction to the conversatio
Ask: "Why did the second picture help us think of other ideas?
Explain: "Sometimes as we listen to others speak, what they sa
something else. A conversation is fun because it give
relate experiences brought to mind because of anothe
Point out that it is good to tie in our thoughts with those which
using words, as: "That reminds me of . . . ."
"_______, your story makes me think of . . . . .
"______, I know you'll know how I felt when . . . .
"May I tell you about what happened to me in a sit
Point out that calling the name of the person helps to stimulate
interest.

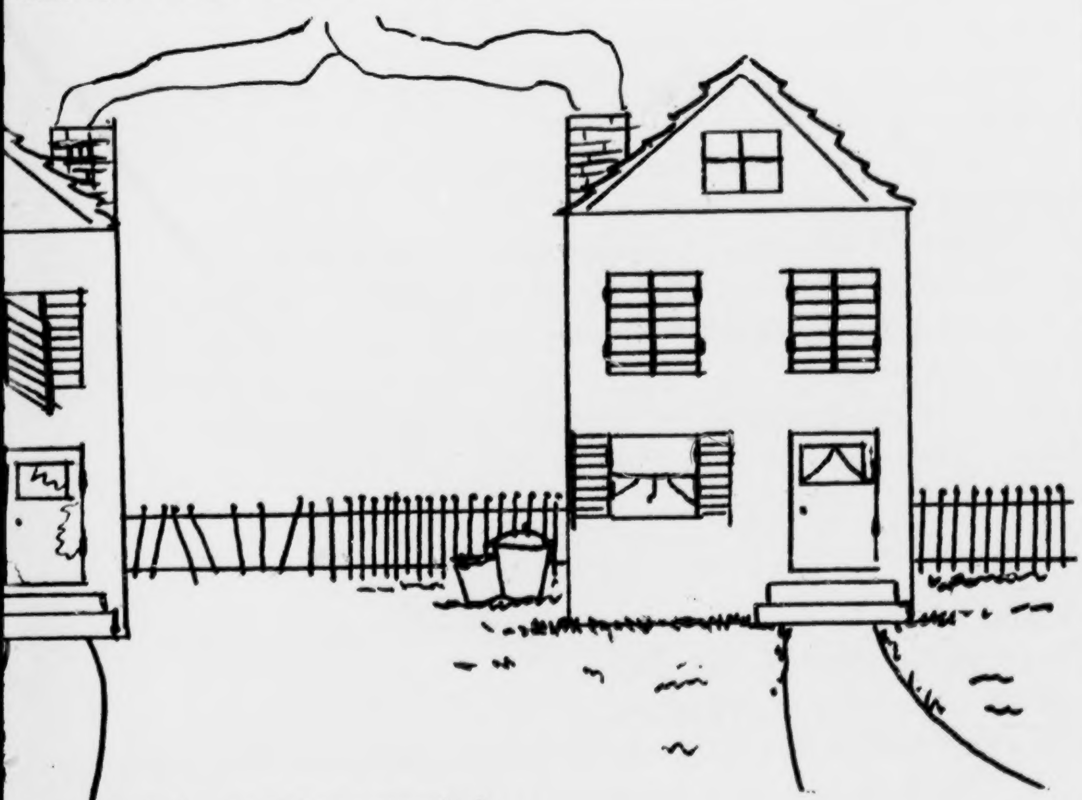
Select a story of everyday experiences from a reader.
Invite the group which has read the story to discuss the main c
problems faced, solutions found and the kind of person portra
Stimulate pupils to consider personal predicaments and to desc
briefly, the situation and its outcome.
Remind pupils to tie in comments, if possible, with previous re
Evaluate the conversation in terms of recognition of problemat
effectiveness of remarks; extent to which relationship to prev
was established; extent of participation.

TEACHING PROCEDURES	MATERIALS
ture of a situation in which most children may have found ime. e picture; reflect on it; and relate briefly, as they are ready, xperiences suggested by the picture. e with a different activity taking place. to use the new picture to stimulate descriptions of additional to give new direction to the conversation. ond picture help us think of other ideas?" as we listen to others speak, what they say reminds us of se. A conversation is fun because it gives us a chance to iences brought to mind because of another's comments." d to tie in our thoughts with those which have preceded by hat reminds me of . . . ." _, your story makes me think of . . . ." I know you'll know how I felt when . . . ." ell you about what happened to me in a situation like that?" he name of the person helps to stimulate and maintain	Magazine pictures of familiar situation (Include similar settings.)
yday experiences from a reader. has read the story to discuss the main character in light of tions found and the kind of person portrayed. nsider personal predicaments and to describe freely, but and its outcome. n comments, if possible, with previous remarks. tion in terms of recognition of problematic situations; arks; extent to which relationship to previous comments ent of participation.	Reading books

SKILLS	TEACHING PROCEDURES
Building Concepts about Responsibility and Respect for Property.	Use flannel cut-outs. Display a flannel cut-out of a house that is in a run-down cond  Ask children to discuss possible services needed. Let them "make improvements" as they indicate a necessity f old flannel parts with parts in good condition.

TEACHING PROCEDURES

-out of a house that is in a run-down condition.



uss possible services needed.
provements" as they indicate a necessity for such by replacing
ith parts in good condition.

MATERIALS

Flannel board
Flannel cut-outs:
- houses with
  - roof in need of repair
  - good roof

  - broken windows
  - window with panes fixed

  - shutter that sags
    (hinge loose or slats broken)
  - good shutter

  - door in need of painting
  - painted door

  - bare yard
  - grassy yard

  - old worn fence
  - fence in good condition

  - unsightly trash
  - trash cans

SKILLS	TEACHING PROCEDURES

Ask pupils to be building inspectors and to evaluate the cor improvements have been made.

Place a family by the house.

Guide pupils in recognizing the increased value of the prop questions such as the following:

Why will the family be happier in this house?

Encourage answers, such as:

They will be proud to invite their friends to visit.

There will be less work to keep the home pretty.

A clean home is a healthier place in which to live becau and germs.

Ask: "What responsibility will the family have now?
How can you help?"

Place a banker (man at desk in bank) and play money on th

Help pupils identify the man.

Guide them in understanding:

- that homes are expensive and that families usually bo bank to pay for a house, and often to make improvem
- that the banker claims the property until the money i
- that this claim is called a mortgage.

Explain that if the family could not keep up payments on th house were run down, the banker could not sell the house money back; tnerefore, he, too, is happy the house is in g be glad to help the family with financial problems.

TEACHING PROCEDURES

lding inspectors and to evaluate the condition of the house after
e been made.

e house.
gnizing the increased value of the property by presenting
he following:
ily be happier in this house?
such as:
d to invite their friends to visit.
s work to keep the home pretty.
healthier place in which to live because of freedom from rats

ibility will the family have now?
help?"

at desk in bank) and play money on the flannel board.
the man.
standing:
expensive and that families usually borrow money from the
r a house, and often to make improvements
claims the property until the money is repaid to the bank
is called a mortgage.
mily could not keep up payments on the mortgage and the
wn, the banker could not sell the house and get all of the bank's
fore, he, too, is happy the house is in good condition and will
family with financial problems.

MATERIALS

family
(See Instructo Products #132
and #149.)

Flannel board and cut-outs:
- banker
- (Instructo Products #150)
- play money
- house (in good condition)

SKILLS	TEACHING PROCEDURES
	Place a school (college) on the flannel board. Place a picture of someone who appears to be ill on the boa Add play money. Permit pupils to discuss the situations as ones requiring ext Guide pupils in discovering how a house in good condition, a the need for extra money could be related.
Applying Information Previously Learned to the Solution of Practical Problems.	Use a game. *Give half of the class pictures of products or of situations pupils think of possible services which could be required. Give the rest of the children pictures of persons who provid Ask pupils with a pictured product or situation to create a p the instance in which service is required, and to ask inform service is needed. Example:
Formulating Statements and Questions.	My sink is stopped up. Whose service do I need? My house is on fire. Whose service do I need? Ask pupils with pictures of persons providing a service to r Example: I am a plumber or I'm a plumber. You need my service.

TEACHING PROCEDURES	MATERIALS
lege) on the flannel board.	School or college student
someone who appears to be ill on the board.	Flannel-backed picture of one who is sick
iscuss the situations as ones requiring extra money.	Play money
covering how a house in good condition, a friendly banker, and money could be related.	House (in good condition)
	Pictures as:
lass pictures of products or of situations which will help the ssible services which could be required. e children pictures of persons who provide services. pictured product or situation to create a problem or describe hich service is required, and to ask information about whose l.	sink furnace window television telephone automobile lost purse (on ground) bookmobile
ped up. do I need?	plumber glazer TV repairman telephone lineman
fire. do I need?	policeman gas station attendant mechanic librarian fireman doctor
ctures of persons providing a service to respond if they can help.	
or I'm a plumber. ervice.	

SKILLS	TEACHING PROCEDURES
Interviewing and Reporting	Use pictures. Place cards with pictures of persons providing goods or service Ask pupils to consider: some of the skills each must possess different tasks performed by each person tools used who might need the service or product. Instruct pupils to select an occupation which they think they woul someone who can provide a simple explanation, and use questio interviewing and reporting. Ask those reporting to tell something which they enjoy doing whic to them in this kind of work.
	Use real situations. Provide an opportunity for pupils to share actual problems, need pictures suggestive of these. Discuss pupils' interests and related services.
Learning to Select Related Ideas of Value in Using a Classified Directory	Example: (Pupil indicates desire for a pet.) Elicit whether any kind of a pet is wanted or whether there is particular kind of pet. Determine whether finances must be considered. Ask pupils to suggest a procedure which might "save steps" a in finding out what is available. Accept any reasonable answer. Suggest, if necessary, the value of consulting the "Yellow Page directory or the classified section of the newspaper.

TEACHING PROCEDURES	MATERIALS
res of persons providing goods or services in the pocket chart. : each must possess formed by each person service or product. ct an occupation which they think they would enjoy, interview ovide a simple explanation, and use questions cited for orting. tell something which they enjoy doing which might be useful of work.	Pictures of persons who provide goods or services: painter bricklayer glazer fireman auto mechanic (Refer to Peabody Language Development Kit. American Guidance Service, 1966) Pocket chart
y for pupils to share actual problems, needs, and wants, or of these. sts and related services. cates desire for a pet.) kind of a pet is wanted or whether there is a preference for a pet. finances must be considered. est a procedure which might "save steps" and aid them at is available. able answer. ary, the value of consulting the "Yellow Pages" of the telephone classified section of the newspaper.	Transparency Grease pencil Overhead projector or Pictures of pupil needs or wants Opaque projector

SKILLS	TEACHING PROCEDURES
	Suggest that knowledge of words related to the item can be to classified materials, or materials grouped under gene Use questions to elicit classifications under which listings co For instance: What kind of pet would you like? Where can pets be purchased? What are sources through which pets may be obtained witho List significant words, as: dog, pet shop, kennel, private fam League, pound. Ask pupils to select words which they would associate specifi pet — or potential pet ownership, if cost has been identified dog, pet shop, kennel, Animal Rescue League, pound.
Identifying Services Appropriate to Needs	Select pages from the telephone directory where several of th are used as headings. Call attention to the fact that these words are in bold print an Read, or select children to read, one or two listings under ea Invite pupils to comment on the suitability of the service, as l their needs. Show classified columns from the newspaper and guide evalua these listings. Acquaint pupils with any place in the newspaper where give-a listed.

ACHING PROCEDURES	MATERIALS
f words related to the item can be useful when referring , or materials grouped under general headings.	
sifications under which listings could be found.	
ou like? ased? h which pets may be obtained without cost?	
dog, pet shop, kennel, private families, Animal Rescue	
which they would associate specifically with the word nership, if cost has been identified as a consideration — mal Rescue League, pound.	
hone directory where several of the words just identified	Classified telephone directory Classified section of newspaper — Dogs
at these words are in bold print and are underlined. read, one or two listings under each heading presented. n the suitability of the service, as listed, in light of	Opaque Projector
om the newspaper and guide evaluation of several of	
ace in the newspaper where give-aways might be	

SKILLS

TEACHING PROCEDURES

*Suggest that pupils look over the Yellow Pages at home to pictures and to discover how classes are arranged to aid them quickly.

Provide opportunity for the children to share their findings

Continue to explore with children classified sections perti of concern until pupils are able to establish relationships

Building Vocabulary Related to Services

Use pupil interests as a springboard for identifying other nee associations.

Examples:

Problems	Vocabulary
- a sick pet	veterinarians
- leaving a pet during a vacation	kennel
- pet grooming	
- lost pet	pound Animal Rescue

Present pictures related to children's concerns which have introduced or pictures suggesting adult problems.

Outline orally the specific need or desire.

Provide headings found in a directory, as:

baby sitters
bicycles — repairing
day nurseries
exterminating
insurance
music instructio
real estate
social service o

TEACHING PROCEDURES

ls look over the Yellow Pages at home to note headings and
iiscover how classes are arranged to aid readers in locating

ty for the children to share their findings.

re with children classified sections pertinent to their areas
pupils are able to establish relationships quickly.

s a springboard for identifying other needs and for making new

Vocabulary
veterinarians

during
kennel

g

pound
Animal Rescue League

related to children's concerns which have not already been
ictures suggesting adult problems.
e specific need or desire.
found in a directory, as:
insurance
pairing
music instruction
real estate
social service organizations

MATERIALS

Picture possibilities:
- bicycle with sagging chain
- child at piano
- house for sale
- Father and Mother going out
- household pests
- house on fire
- family in need of assistance

SKILLS	TEACHING PROCEDURES
	Ask pupils to select the heading which might include listings offe to meet each need pictured and described. Start with easier more apparent situations. Introduce harder concepts and vocabulary slowly using only one c problems at this point. Take time for discussion and encourage pupil contributions whic clarify understandings about social service organizations and r
Developing Skill in Business Conversations - Requesting a Service	Use telephone conversations. Use children's pictures which reveal a need for a service. Discuss information which would be needed either in requesting s asking for additional information. Set up role-playing situations in which a child pretends to call fo Help pupils evaluate by assisting them in determining whether ne information was furnished; whether service would encourage co patronage; whether service was requested courteously.
Using Conversation Appropriate to the Occasion	Use role-playing situations. Provide hats for pupils or let them make their own. Ask them to select a hat and put it on outside of the classroom. Permit each to knock on the door. Select volunteers to answer the door, greet the person, and carr conversation appropriate to the nature of the caller's purpose a by the caller's hat.

TEACHING PROCEDURES	MATERIALS
heading which might include listings offering a service ured and described. pparent situations. ts and vocabulary slowly using only one or two . n and encourage pupil contributions which help about social service organizations and real estate.	
ns. which reveal a need for a service. ich would be needed either in requesting service or in nformation. ations in which a child pretends to call for service. assisting them in determining whether necessary shed; whether service would encourage continued rvice was requested courteously.	Practice telephones or Teletrainer Pictures drawn by children
s. or let them make their own. t and put it on outside of the classroom. n the door. swer the door, greet the person, and carry on a brief ate to the nature of the caller's purpose as indicated	Hats or other symbols to represent services or visitor: Gas man Electric man Western Union messenger Policeman Visitor Fireman Doctor Salesman Nurse Repairmen T.V. Plumber Gardener

SKILLS

Enriching Vocabulary
Distinguishing between
Fact and Fancy

TEACHING PROCEDURES

Use a collection of nursery rhymes and picture books.

Review rhymes or stories so that pupils can recall what the story
did to help or entertain others.

*Help pupils decide on the section of the HELP WANTED column in
might look in seeking a job.

Include characters and occupations such as the following:

Pied Piper	exterminator
Cinderella	domestics
Snow White and the Seven Dwarfs	miner
Mike Mulligan	laborer construction worker
The Bremen Town Musicians	musician detective watchman guard policeman entertainer
William Tell	performer
Hare and Tortoise	athlete
Red Riding Hood	delivery girl

Help pupils determine whether applicants would be properly qualifi

Invite children to pantomime the actions of the story characters whi
occupations listed.

Ask class members to use the occupational vocabulary as they disc
For instance:

The Pied Piper was a strange exterminator.
He used music to rid the town of rats.
In the story of the "Hare and the Tortoise", the athletes were
matched.

TEACHING PROCEDURES

/ rhymes and picture books.

es so that pupils can recall what the story characters
n others.
e section of the HELP WANTED column in which each
a job.
occupations such as the following:

exterminator
domestics

miner
laborer
construction worker
lusicians musician
detective
watchman
guard
policeman
entertainer
performer
athlete
delivery girl

whether applicants would be properly qualified for their jobs.
mime the actions of the story characters which suggest the

use the occupational vocabulary as they discuss the action.

vas a strange exterminator.
o rid the town of rats.
e "Hare and the Tortoise", the athletes were poorly

MATERIALS

Collection of stories and fables, as:

Field Enterprises Educational Corporation. Childcraft, The How and Why Library. Vol. II, Chicago: 1964.

Arbuthnot, May Hill. Time for Fairy Tales. Scott, Foresman and Co., New York: 1952.

Arbuthnot, May Hill. Time for Poetry. Scott, Foresman and Co., Fair Lawn, New Jersey: 1961. p. 24.

SKILLS	TEACHING PROCEDURES

*Ask pupils to find names of companies, agencies, or persons i provide services indicated.

Encourage use of personal knowledge, newspapers, or yellow telephone directory.

Review the idea of a consumer as one who uses something wh made by producers.

Have pupils recall the product which the following storybook make use of --

Billy Goats Gruff	grass
Goldilocks	food/furniture
Bartholomew	hats
Emperor (Emperor's New Clothes)	clothing

Ask pupils to suggest storybook characters who could be cons of -- bread, gold, shoes.

Ask pupils to determine whether such talents could really exi

CHING PROCEDURES

MATERIALS

ompanies, agencies, or persons in real life who

nowledge, newspapers, or yellow pages of the

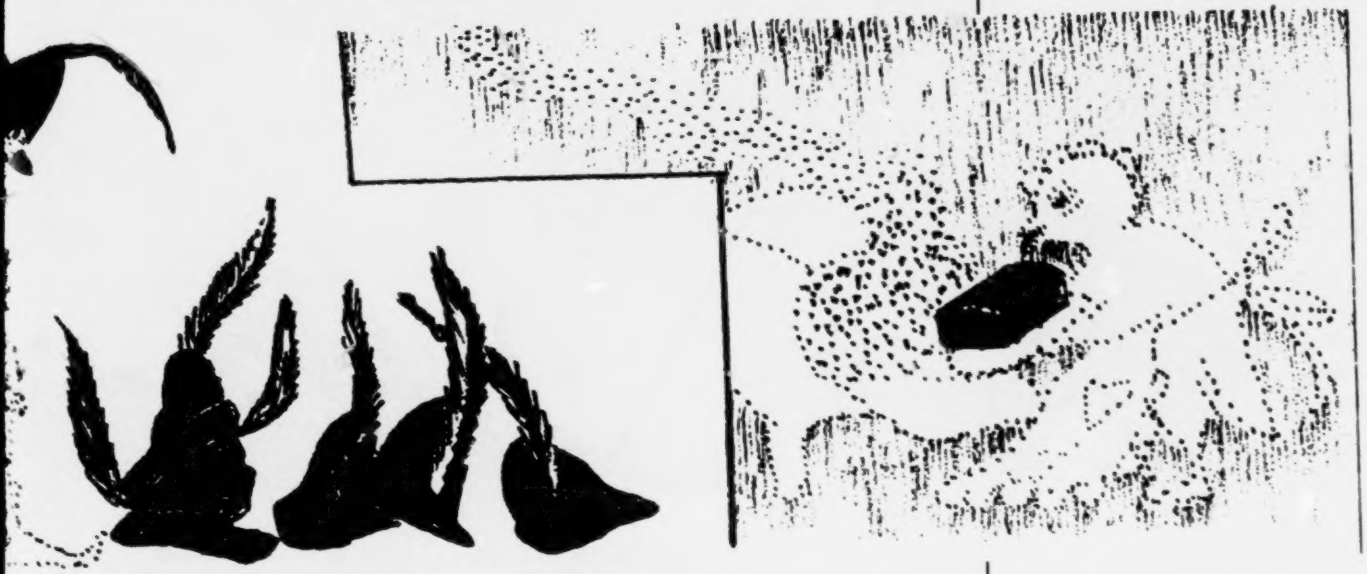
er as one who uses something which is grown or

ct which the following storybook characters would

grass
food/furniture
hats
w
clothing

ook characters who could be considered producers

ther such talents could really exist.



SKILLS	TEACHING PROCEDURES
Building Conversation or Discussion Skill	Invite groups for "conversation breaks." Provide situations within which pupils can create conversation Examples: Interesting place visited during vacation a week-end last winter, spring, fall. Problematic situations, as: What would you do if you found a wallet you saw some children having an argumen you lost your lunch money you saw a broken bottle on the street you had a chance to meet your favorite st you were introduced to your favorite mov you received $100? Encourage children to draw on personal experiences to help th answers. Stimulate the more thoughtful to consider the circumstances a solutions needed depending on the circumstances presented. Provide a common background of experiences through the use filmstrips, and stories from children's books. Stimulate pupils to express their opinions about solutions foun other possibilities. Provide opportunities for pupils to participate in free discussi for which there are numerous points of departure. Examples: Of what value are records? Why is the work of the police department so necessary? In what ways is our community dependent upon services education, or welfare?

EACHING PROCEDURES	MATERIALS
sation breaks." which pupils can create conversations. place visited during n -end ter, spring, fall.	
ic situations, as: uld you do if ound a wallet saw some children having an argument ost your lunch money saw a broken bottle on the street had a chance to meet your favorite storybook character were introduced to your favorite movie star received $100? aw on personal experiences to help them elaborate on htful to consider the circumstances and the varying ling on the circumstances presented. round of experiences through the use of films, from children's books. ss their opinions about solutions found and to sugges pupils to participate in free discussion of questions merous points of departure. records? the police department so necessary? community dependent upon services in health, are?	For fanciful ideas, see King, Marian. What Would You Do....? New York: Van Rees Press, 1962.

SKILLS	TEACHING PROCEDURES
	Evaluate pupils' ability to recognize cause and effect relatio critically. Note those pupils who respond readily and those who must b
Building Skills Useful in Questioning	Write on the chalkboard a sentence, such as: On Tuesday, M because she had a cold. Ask pupils to find the part of the sentence that tells who, and underline the word. Continue in the same manner asking pupils to identify parts where, why. Repeat this with other sentences, if necessary. Use pictures. Determine pupil understanding of words or phrases that tell where by presenting pictures for pupils to study. Present an idea about the picture. Ask children to use the picture in order to supply additional will answer the question presented by the card displayed. Examples: She saw three kittens----where The children had fun at the beach----when Be sure pupils supply time or place phrases, not clauses. Ask children to explain any information which they had to dr
Developing Skill in Questioning	Display new pictures with human interest appeal. Allow pupils to enjoy each picture and to feel free to ask que picture arouses. Remind pupils to consider who, what happened, when, where, Accept all questions, but help children recognize those which discovery of significant information. Provide ample experience of this kind until questions reflect and are presented readily.
Using Given Ideas to Stimulate Further Thought	Present interesting titles of unfamiliar but short stories or articles.

HING PROCEDURES	MATERIALS
gnize cause and effect relationships and to think	
readily and those who must be drawn out. ence, such as: On Tuesday, Mary stayed at home	
he sentence that tells who, and ask a pupil to	
sking pupils to identify parts that explain when,	
es, if necessary.	Pictures selected by the teacher which give an indication of: who when where
of words or phrases that tell who, when, and for pupils to study. ure. e in order to supply additional information that sented by the card displayed.	
--where the beach----when place phrases, not clauses. formation which they had to draw from inference.	Cards: who when where
an interest appeal. ture and to feel free to ask questions which the	Pictures with human interest appeal See Writing Section, pages 423-425.
o, what happened, when, where, why and how. children recognize those which lead to the rmation. this kind until questions reflect greater thoughtfulness	
unfamiliar but short stories or captions from news	Short stories Selected news items

SKILLS	TEACHING PROCEDURES
	Encourage pupils to formulate mental questions and answers anticipating what the story or article might be about. Suggest that pupils preface contributions with tentative phras Maybe, Perhaps, Probably, Possibly, I imagine. Review highlights of the material and permit pupils to indica captured ideas embodied in the story or article. Interesting ideas not included in the actual material co a class story patterned after the material reviewed. Play tapes, read, or give orally specially prepared material significant idea has been purposely omitted. Note pupils who are able to perceive the need for additional i can pinpoint the lack clearly enough to formulate a questio the desired facts.
Supplying Pertinent Information	Use pictures.
	*Distribute pictures which suggest a place or weather conditi Ask each pupil to study his picture and to consider either th and the sight suggested by the picture.
Practicing Correct Usage of the Past Tense of the Verbs, Go, See, Is	Provide a pattern, such as the following: Yesterday I went (to the farm) I saw (cows grazing in the pasture) Yesterday it was (windy) I saw (a man looking startled as the wind away) Evaluate pupils' comments in terms of: ideas and proper associations correct usage use of interesting words.

EACHING PROCEDURES

ulate mental questions and answers which will aid them in
ory or article might be about.
ce contributions with tentative phrases, such as: I think,
bly, Possibly, I imagine.
material and permit pupils to indicate those children who
d in the story or article.

ot included in the actual material could be used to spark
erned after the material reviewed.

orally specially prepared material in which a
n purposely omitted.
to perceive the need for additional information and
early enough to formulate a question which will elicit

suggest a place or weather conditions.
is picture and to consider either the place or weather
by the picture.
s the following:
(to the farm)
(cows grazing in the pasture)

(windy)
(a man looking startled as the wind snatched his hat
away)

nts in terms of:
ociations

rds.

MATERIALS

Taped information with significant fact omitted and tape recorder, or similar written material for teacher's use.

Pictures of places and weather conditions and associated activities:

- farm
- beach
- city
- ranch
- camp site
- mountains
- garden
- rooms in a house
- special offices
  - doctor's
  - dentist's
  - principal's
- special buildings
  - library
  - museum
  - monuments
  - Capitol

- rainy
- snowy
- foggy
- sunny
- windy
- stormy
- hot
- cold
- mild
- chilly

SKILLS

TEACHING PROCEDURES

Use the same pictures or similar ones, and ask pupils to tell wh
what they smelled.

Pupils' expressions about things seen (heard, smelled) in
place or on a particular kind of day may be combined to
or word picture.

Recalling and Pantomiming Sensory Reactions to Specific Conditions

Use pictures.

Display, one at a time, pictures of places such as the beach, mo
woodland, farm, city.

Ask pupils to participate in a game of pretend.

Assist pupils, who have visited each place, in sharing their expe
others by providing guidelines which will elicit their response
environment.

Example:

Say: "You're walking on the beach.
It's a lovely day.
The sun is shining.
Feel it on your back; in your arms; on your face; in
Smell the air.
Feel the sand under your feet.
It's beginning to rain.
Feel it on your head.
Feel it on your hand.
It's raining harder.
Find shelter.
The rain has stopped.
The air is chilly and it's becoming windy.
Hurry into your cottage."

Select several pupils who really seem to relive being at the beac
Repeat the kinds of suggestions given previously.

TEACHING PROCEDURES	MATERIALS
es or similar ones, and ask pupils to tell what they heard;	
sions about things seen (heard, smelled) in a particular particular kind of day may be combined to create a poem ure.	
ne, pictures of places such as the beach, mountains, ty. ipate in a game of pretend. ave visited each place, in sharing their experiences with. g **guidelines** which will elicit their responses to the	Pictures: beach mountain woodland farm city
valking on the beach. ely day. is shining. n your back; in your arms; on your face; in your legs. e air. sand under your feet. nning to rain. n your head. n your hand. ing harder. iter. has stopped. is chilly and it's becoming windy. to your cottage."	
ls who really seem to relive being at the beach. suggestions given previously.	

SKILLS	TEACHING PROCEDURES
	Ask the rest of the class to note and to recall things they saw wh know the person was at the beach. Present pictures of other locations. Select groups to respond to fitting conditions for each place. Select one child who clearly indicates response to such a situatio Ask him to pretend he has just returned home and is anxious to t about his experience. Pretend to be Mother. Keep the account moving by questioning. Select children to act as the family. Encourage them to participate actively in questioning or commen Use situations repeatedly utilizing comments which stimulate pu where they are weather conditions how they feel what they see, hear, smell, or taste what they do, and why they do it. Repeat until pupils sense kinds of experiences recalled and are a others by calling the circumstances.
	Provide opportunity for pupils to pantomime activities carried o rooms of the house. Invite the class to guess the activity, and the room, and to indica action which helped them recognize the activity. List words on the chalkboard, and later on a chart for pupil refe needed in written work.
Using Spontaneous Communication to Create Roles and Relationships	Combine pantomimed activities by inviting several to act at once, out his chosen pantomime in the specific room. Invite pupils to communicate with one another so that relationshi Evaluate extent to which each developed his role.

TEACHING PROCEDURES	MATERIALS
class to note and to recall things they saw which made them as at the beach. other locations. spond to fitting conditions for each place. o clearly indicates response to such a situation. he has just returned home and is anxious to tell his family nce. er. oving by questioning. ct as the family. participate actively in questioning or commenting. atedly utilizing comments which stimulate pupils to consider: ns ear, smell, or taste d why they do it. sense kinds of experiences recalled and are able to direct the circumstances.	
y for pupils to pantomime activities carried on in specific se. guess the activity, and the room, and to indicate specific ed them recognize the activity. chalkboard, and later on a chart for pupil reference, as work.	Chart paper and felt pen
ed activities by inviting several to act at once, each carrying ntomime in the specific room. mmunicate with one another so that relationships are established. which each developed his role.	

SKILLS	TEACHING PROCEDURES
Building Vocabulary to Indicate Groups	Use pictures. *Show pictures of sets or groups. Provide opportunity for pupils to give a special name for each Suggest the names of any groups with which pupils may be unfa flock swarm tribe stack (pile) herd litter bunch string school pack cluster bundle covey army grove fleet Ask pupils to formulate sentences about the pictures using the words. Write each word on the chalkboard as it is used. Review words by having pupils read each word and find the app for it. Ask pupils to find pictures of their own either from magazines magazines provided for classroom use. Distribute word cards by permitting individuals to earn a card Let each child with a word ask -- "Who has a ___(group name on word card)?" Ask children with appropriate pictures to join the child. Ask children with pictures to formulate sentences using the ne words.

CHING PROCEDURES

ps.
s to give a special name for each group.
ps with which pupils may be unfamiliar
e stack (pile)
h string
ter bundle
e fleet
nces about the pictures using the new

board as it is used.
s read each word and find the appropriate picture

their own either from magazines at home or
ssroom use.
mitting individuals to earn a card by reading it.
k --
ne on word card)?"

e pictures to join the child.
formulate sentences using the new

MATERIALS

Pictures with groups:
- sheep
- cattle
- fish
- ducks
- bees
- puppies
- wolves
- soldiers
- natives
- flowers
- berries
- trees
- books
- pearls
- sticks
- ships

Magazines for pupil use
Flash cards with words listed above

SKILLS	TEACHING PROCEDURES
	Write elliptical sentences and ask children to complete. Example: A group of puppies may be called a ____________ Help pupils arrange new words in alphabetical order. Ask the children to place each word on a separate page and to f each word in order to make a dictionary.
Naming Homonyms	Suggest that sometimes words play tricks. Show the picture of the dog and the dog food. Say: "The dog ate eight cans of meat." Ask pupils to tell what words sounded just alike. Write the sentence on the chalkboard and have pupils read it. Ask them to find the words which sound alike, to underline the whether the words look alike. Tell pupils that such words are called homonyms. Encourage pupils to tell any other words which they know that s do not look alike. *Show pictures which further help pupils discover homonyms. List words and have children make illustrations of their own t meanings of the words. Ask each child to label his picture with the appropriate homony Provide time for oral sentences about the pictures. Be sure children use the homonyms in their sentences. *Provide written exercises in which pupils must select the homo the meaning of the sentence.

TEACHING PROCEDURES

sentences and ask children to complete.

group of puppies may be called a ____________________.

nge new words in alphabetical order.
to place each word on a separate page and to find a picture for
rder to make a dictionary.

netimes words play tricks.
of the dog and the dog food.
te eight cans of meat."
l what words sounded just alike.
ce on the chalkboard and have pupils read it.
the words which sound alike, to underline them, and to tell
rds look alike.
such words are called homonyms.
s to tell any other words which they know that sound alike, but
ke.
hich further help pupils discover homonyms.
have children make illustrations of their own to help fasten
e words.
o label his picture with the appropriate homonym.
r oral sentences about the pictures.
n use the homonyms in their sentences.

exercises in which pupils must select the homonym which fits
f the sentence.

MATERIALS

Manila art paper for dictionaries
Lined paper for words
Scissors
Paste

Picture of dog and eight cans of dog food
Pictures to suggest listed homonyms:

ate	eight
bare	bear
blew	blue
cent	scent
fir	fur
flour	flower
for	four
hear	here
mail	male
meat	meet
one	won
pair	pear
red	read
right	write
road	rode
sea	see
son	sun
their	there
to	two
weak	week

SKILLS	TEACHING PROCEDURES
	Distribute word cards on which one homonym has been written amo who have been invited to come to the front of the room. Distribute matching homonyms to children seated. Ask the pupils seated to find their partners. Have each partner give a sentence using his word. Ask the class to write sentences for homonyms independently.
Using Singular Possessives	Tell pupils you have some friends, and each has something colorful. Say: "Listen carefully. Mary's ball is red." Ask: "What did Mary have?" (a ball) Repeat the sentence. Ask a pupil to give the sound heard at the end of the word Mary's. Ask the class to say the word being sure to incorporate the sound na Have the class say the whole sentence -- Mary's ball is red. Provide opportunity for several children to repeat the sentence. Present new pictures. Substitute My friend's, The boy's or The girl's for the name. Repeat the procedure in order to begin to establish the habit of usin possessives orally. Distribute pictures in which the thing owned is cut out so that only i remains. Ask children to select a color card from the pocket in back of the p to insert it so that the thing owned becomes a bright color. Ask children to give sentences orally following the pattern. Write the regular singular possessives used on the chalkboard. Call attention to the apostrophe and its placement. Ask questions which necessitate incorporation of singular possessi answers.

NG PROCEDURES	MATERIALS

e homonym has been written among children
the front of the room.
children seated.
r partners.
e using his word.
or homonyms independently.

, and each has something colorful.

all)

rd at the end of the word Mary's.
ng sure to incorporate the sound naturally.
tence -- Mary's ball is red.
hildren to repeat the sentence.

or The girl's for the name.
begin to establish the habit of using singular

hing owned is cut out so that only its outline

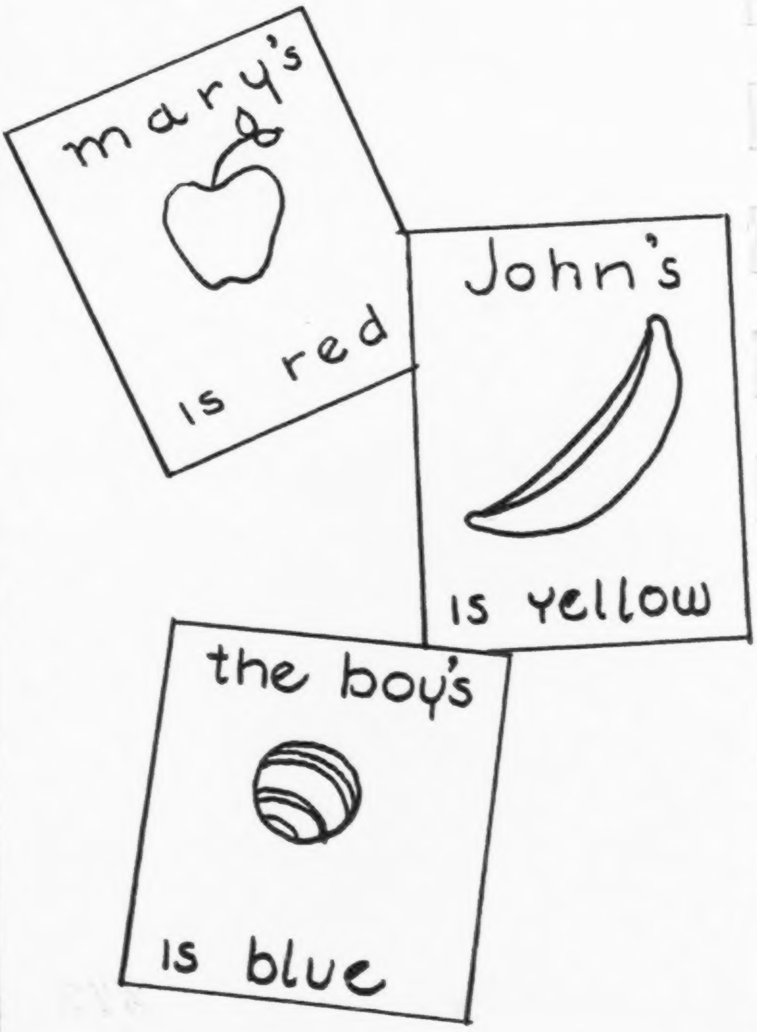
rd from the pocket in back of the picture and
ned becomes a bright color.
rally following the pattern.
ssives used on the chalkboard.
nd its placement.

incorporation of singular possessives in

Word cards with homonyms

See also:
White, Mary Sue. Word Twins.
E. M. Hale and Co., Eau Claire,
Wisconsin: 1961.

Use pictures in which the thing owned is highlighted.
Color swatches



SKILLS	TEACHING PROCEDUR
	Examples: What is your brother's name? Who is your sister's teacher? Whose pencil is this? Be sure pupils use possessive nouns, rather than pro Later help children learn and substitute approp pronouns. Provide sentences, as: The hat of the girl is on the floor. The black dog of the boy is running after him. The lunch which belongs to Bob is not here. Ask pupils to rewrite sentences using the singular po
Discriminating between Word Meanings	Use a game. Present words which have several meanings. Place a list of these words on the chalkboard. Invite pupils to pantomime meanings. Ask the class to guess which word the child is sugges meaning which the child is trying to show.

Example:	Word	Possibl
	scale	climbin playing weighin scaling

TEACHING PROCEDURES	MATERIALS

brother's name?
sister's teacher?
l is this?
possessive nouns, rather than pronouns at this time.

hildren learn and substitute appropriate possessive

, as:
irl is on the floor.
f the boy is running after him.
belongs to Bob is not here.
ite sentences using the singular possessive.

ich have several meanings.
se words on the chalkboard.
ntomime meanings.
uess which word the child is suggesting and to give the
ne child is trying to show.

Word	Possible Action
scale	climbing
	playing a scale on the piano
	weighing, measuring
	scaling a fish

SKILLS	TEACHING PROCEDURES	
	base	touching the bottom running to imaginary pretending to be a s on a base
	ruler	using a device for c (measuring) giving orders which for a nation
	slip	falling accidentally putting on a piece of writing on a piece o
	note	writing on a piece o using musical symb piano or some oth instrument
	Give sentences including the words. Ask pupils to indicate meanings according to context.	
Naming Word Partners	Use two sets of flash cards with words which pupils know. Include words in the second set which are synonyms of words but not arranged in matching order. Divide the class into two teams. Present words from set 1 to team 1, and words from set 2 to Explain: "A team member may win a card if he recognizes a If he wins two cards he must give the card to a team no card and be sure he knows the word. Alternate giving members of team 1 a chance and then membe chance to earn cards. (each from its own set)	

TEACHING PROCEDURES

touching the bottom of something
running to imaginary baseball plates
pretending to be a soldier who lives on a base

using a device for checking distance (measuring)
giving orders which may have importance for a nation

falling accidentally
putting on a piece of clothing
writing on a piece of paper

writing on a piece of paper
using musical symbols to play the piano or some other musical instrument

g the words.
neanings according to context.

ards with words which pupils know.
cond set which are synonyms of words in the first set,
atching order.
vo teams.
t 1 to team 1, and words from set 2 to team 2.
nber may win a card if he recognizes a word.
o cards he must give the card to a team member with
be sure he knows the word.
ers of team 1 a chance and then members of team 2 a
. (each from its own set)

MATERIALS

Flash cards
Sample Word Partners:

happy	gay
branch	limb
artist	illustrator
rabbit	hare
sad	unhappy
old	elderly
meadow	pasture
smart	intelligent

SKILLS	TEACHING PROCEDURES
	Explain, after each team member on both teams has a card, t on the first team has a word partner on team 2. Let members on team 1 reread cards and ask, "Who is my wo Instruct the one on team 2 with the word which means about t "I am. ________ and ________ mean about the same thing." Present the word synonym. Review briefly by asking children to recall several synonyms. Be sure pupils use the new word as they respond. Provide sentences and ask pupils to replace underlined words synonyms. At first, it may be necessary to make the exercise multi Later, pupils may make their own substitutions.
Enriching Vocabulary	Place pictures showing the exterior and interior of an automo can be seen easily by the class. Display the samples of materials and give pupils a chance to inspect. Ask the children to pretend that they are factory workers and to name any material which might be useful in making any pa automobile pictured. List the names of the materials on the chalkboard as pupils id indicate possible uses.

TEACHING PROCEDURES

member on both teams has a card, that each person
word partner on team 2.
reread cards and ask, "Who is my word partner?"
2 with the word which means about the same to respond,

________mean about the same thing."
m.
children to recall several synonyms.
ew word as they respond.

sk pupils to replace underlined words with

necessary to make the exercise multiple choice.
y make their own substitutions.

he exterior and interior of an automobile so that they
he class.
naterials and give pupils a chance to

end that they are factory workers and, as such,
which might be useful in making any part of the

aterials on the chalkboard as pupils identify and

MATERIALS

funny	humorous
funny	amusing
right	correct
gentle	tender
comfortable	content
tired	weary
delicious	lucious
huge	gigantic
huge	large
huge	immense
funny	comical
shining	gleaming
company	visitors
air	atmosphere
entertain	amuse
present	gift
less	fewer
doctor	physician
rich	wealthy
argue	disagree
pleased	delighted
bush	thicket
talent	ability
fast	swift
pretty	attractive

Pictures of cars:
interior and exterior
Samples of materials:
leather
steel
rubber
plastic
glass
sponge

SKILLS

TEACHING PROCEDURES

Ask pupils to think of a way in which Father might use the s
Present the materials, one at a time, for closer inspection.
Encourage pupils to touch, pull, stretch, twist, or smell eac
Ask pupils to give their own descriptives about the materia
Associate the words elastic, pliant, and transparent with th
and glass.
Let pupils determine whether any of the other materials pos
same qualities.
Invite a child to touch the oil.
Invite another to pour a bit of it on the piece of paper.
Guide pupils in using the word greasy to describe the smoo
of the oil and the stain made by it.
Guide pupils in noticing how the oil seems to be soaked into
Introduce the word porous as attention is called to the "hole
Invite a child to dip the sponge in water.
Ask: "What seems to happen to the water?"
Why do you think the paper seemed to soak up the oil?
Explain that the more easily materials take in liquids the m
Suggest that pupils experiment on their own to discover how
materials are.
Guide pupils in noting the different kinds of strengths of ma
toughness of leather, the hardness of steel, the hardness,
quality of glass.
Ask each pupil to read the name of each material listed.
Ask pupils to suggest a new word just learned which descri
Record the descriptive or descriptives by the name of the m
Have pupils read each descriptive word and suggest another
descriptive could apply.
Review words briefly through use of flash cards.

EACHING PROCEDURES

vay in which Father might use the sponge.
ne at a time, for closer inspection.
h, pull, stretch, twist, or smell each item.
own descriptives about the materials.
stic, pliant, and transparent with the rubber, plastic,

ether any of the other materials possess any of the

ie oil.
bit of it on the piece of paper.
word greasy to describe the smooth, slippery feel
made by it.
how the oil seems to be soaked into the paper.
us as attention is called to the "holes" in the sponge.
sponge in water.
appen to the water?"
the paper seemed to soak up the oil?"
asily materials take in liquids the more absorbent they are.
eriment on their own to discover how absorbent different

he different kinds of strengths of materials -- the
the hardness of steel, the hardness, but breakable,

the name of each material listed.
new word just learned which describes the material.
or descriptives by the name of the material.
descriptive word and suggest another material to which the
ly.
hrough use of flash cards.

MATERIALS

oil

Basin of water
Piece of paper

Flashcards with the following words:
- leather
- steel
- rubber
- plastic
- glass
- sponge
- oil
- porous
- absorbent
- pliable (pliant)
- elastic
- transparent
- tough
- greasy

SKILLS

TEACHING PROCEDURES

Place materials on a table - leather, steel, plastic, rubber,
Blindfold a child and let him describe the object after handlin
Encourage him to use words learned in the previous lesson.

*Ask pupils to bring in materials which they would describe a
absorbent, elastic, transparent, greasy.
Ask pupils to explain for what the material might be used an
makes it suitable.
Encourage pupils to bring in pictures showing uses to which
materials might be put.

*Encourage children to find sources of leather, steel, rubber,
sponge, and oil.
Guide pupils in making charts showing samples of materials
and uses.

Review and invite further study by providing activities like t

Matching

transparent	shining
absorbent	full of openings
porous	clear
elastic	can take in wate
tough	can stretch easil
lustrous	strong

TEACHING PROCEDURES	MATERIALS
table - leather, steel, plastic, rubber, oil. let him describe the object after handling it. words learned in the previous lesson.	Blindfolds for each child participating Samples of materials previously indicated
materials which they would describe as pliant, transparent, greasy. for what the material might be used and why its quality	
ring in pictures showing uses to which the various put.	
o find sources of leather, steel, rubber, plastic, glass,	Materials for making charts
ng charts showing samples of materials, their sources,	
ther study by providing activities like these. Matching shining full of openings clear can take in water can stretch easily strong	

SKILLS

TEACHING PROCEDURES

Completions

1. ________ and ________ are both absorbent.
2. ________ is useful because it is elastic.
3. ________ and ________ are both porous.
4. ________ is a tough material made from the skin o
5. ________ is a fine, lustrous material.
6. ________ is a transparent material.

These products come from

the earth	animals	

TEACHING PROCEDURES

_________are both absorbent.

ful because it is elastic.

_________are both porous.

ugh material made from the skin of an animal.

ne, lustrous material.

ansparent material.

from

	animals	plants

MATERIALS

Word list of products:

aluminum
copper
cork
cotton
furs
feathers
gold
leather
rubber
silk
silver
sponge
tin
wood
wool

SKILLS	TEACHING PROCEDURES

Products And Their Uses

1. List ten things which may be made of glass.

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

2. List ten animals which are useful because of their fur.

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

3. List ten things which may be made of leather.

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

_____________ _____________

TEACHING PROCEDURES

MATERIALS

ses

which may be made of glass.

____ ________________

____ ________________

____ ________________

____ ________________

____ ________________

s which are useful because of their fur.

____ ________________

____ ________________

____ ________________

____ ________________

____ ________________

which may be made of leather.

____ ________________

____ ________________

____ ________________

____ ________________

____ ________________

SKILLS	TEACHING PROCEDURES
Using the Sense of Touch to Build Vocabulary	Use scraps of material. Bring in or invite pupils to share spare materials of differe Cut into small portions so that each child has an opportunit Organize materials in containers to facilitate their groupin Select volunteers to finger material from one of the contain at it. Ask each volunteer to suggest a word to describe the "feel. Accept pupil descriptions that are appropriate, but add a m pupils are unable to find accurate descriptives. Distribute bits of material so that each child can associate word describing it, and can possibly suggest new words. Write the best word or words on the chalkboard for the clas Continue with each container of samples. Provide materials for making a Booklet of Softness. Ask pupils to attach the piece of lined paper to one side of of construction paper and to affix their scraps of material half of the construction paper. Have the children number the scraps of material. Ask them to use lined paper to write descriptives for each (Numbers for materials and descriptives should corresp Encourage arrangement to make a colorful, attractive book Help pupils understand that careful use of words can help o more accurately ideas or experiences which are being sh

TEACHING PROCEDURES

ils to share spare materials of different kinds of softness.
s so that each child has an opportunity to handle each thing.
containers to facilitate their grouping and distribution.
nger material from one of the containers without looking

suggest a word to describe the "feel."
ions that are appropriate, but add a more exact word if
find accurate descriptives.
erial so that each child can associate the "feel" and the
nd can possibly suggest new words.
r words on the chalkboard for the class to read.
ntainer of samples.
making a Booklet of Softness.
he piece of lined paper to one side of a folded piece
r and to affix their scraps of materials to the other
tion paper.
mber the scraps of material.
paper to write descriptives for each material.
erials and descriptives should correspond.)
ent to make a colorful, attractive booklet.
nd that careful use of words can help others picture
eas or experiences which are being shared.

MATERIALS

Balls of cotton - fuzzy
Velvet ribbon - velvety
Satin ribbon - smooth and soft
Feathers - feathery or downy
(dust mop, useful)
Absorbent cotton - fluffy
Commercial sponge - spongy

Separate containers for each
item listed above

Construction paper (approx.
9 x 11 1/2)
Paste or rubber cement
and applicators
or stapler and staples
or yarn and needles

Lined paper, cut in half
(approximately 5 1/4 x 8)
Pencils

SKILLS	TEACHING PROCEDURES
Building Substitutes for Said	Use pictures. Display pictures of one or more persons speaking. Ask: "What do you think the person pictured is saying?" Allow numerous children to make suggestions as to what is being sa Ask pupils to use the exact words which the person would use. Let the class choose the word which seems most appropriate for th pictured. Ask the children giving the best suggestion to pretend that he is th to speak just as the person would. Let the class tell how the child spoke - whispered, shouted, teased, sighed. Assist the class, whenever necessary, in finding fitting verbs. List verbs on the chalkboard as they are presented. Have pupils reread the whole list at the end of the lesson. Help pupils realize that their new verbs can be used in place of sai the new verbs tell more accurately how the person spoke when he Rewrite newly learned verbs on the chalkboard. Ask various pupils to select a word to act out. Ask the rest of the class to decide which verb most nearly reflects the person spoke.
Reading Quotations Expressively	Place direct quotations on a transparency and project for pupils to Call attention to the quotation marks surrounding the person's exac Help pupils understand that these marks will help them identify dir quotations quickly. Ask pupils to look outside of the quotation marks to find the verb w helps them know how the person spoke. Ask volunteers to keep this in mind and to read the quotation smoot expressively.

EACHING PROCEDURES

r more persons speaking.
the person pictured is saying?"
to make suggestions as to what is being said.
ct words which the person would use.
word which seems most appropriate for the situation

he best suggestion to pretend that he is the person and
rson would.
e child spoke - whispered, shouted, teased, complained,

er necessary, in finding fitting verbs.
oard as they are presented.
hole list at the end of the lesson.
their new verbs can be used in place of said; that
e accurately how the person spoke when he said something.

erbs on the chalkboard.
lect a word to act out.
to decide which verb most nearly reflects the way

on a transparency and project for pupils to read.
tation marks surrounding the person's exact words.
hat these marks will help them identify direct

de of the quotation marks to find the verb which
he person spoke.
this in mind and to read the quotation smoothly and

MATERIALS

Pictures to suggest substitutes for said:

whispered	
shouted	(yelled, screamed)
teased	
complained	(grumbled)
sighed	(moaned)
begged	(pleaded)
comforted	(consoled)
instructed	(explained to)
replied	(answered) (remarked)
commented	(remarked)
announced	

Overhead projector
Transparency and grease pencil

SKILLS	TEACHING PROCEDURES
	Provide opportunity for pupils to find direct quotations in st Stress the importance of reading quotations as expressively
Interpreting Pictures through Characterization	Make available pictures which suggest exciting moments. Guide pupils in a discussion of: what is happening, why reactions of those involved possible expressions of the people tone and quality of voice bodily movement. Encourage volunteers to act out the situation as realisticall
Using Creative Expression to Interpret News Events	Ask groups of children to be responsible for acting out news themselves to such characterization. Guide the class in evaluating whether presentations showed of the problems. Evaluate by asking: "What words did the person use which he felt? How did the person's voice help to indicate his fe
Building Vocabulary of Descriptive Words	Use pictures. Show pictures of persons who appear to be saying something Ask children to tell how the person probably felt when he sp Accept any word which characterizes the person's mood, but somewhat far-fetched, or less than obvious, ask pupils to e chose the word. Suggest words when pupils' answers seem less than desirab

EACHING PROCEDURES	MATERIALS
pils to find direct quotations in stories from their readers. eading quotations as expressively as possible.	Basic readers
hich suggest exciting moments. n of: lved the people e ct out the situation as realistically as possible.	Exciting pictures within the realm of the children's real or vicarious experience
be responsible for acting out news events which lend acterization. ing whether presentations showed an understanding t words did the person use which revealed best how erson's voice help to indicate his feelings?"	News item previously studied by pupils
who appear to be saying something. he person probably felt when he spoke. aracterizes the person's mood, but if the word is r less than obvious, ask pupils to explain why they s' answers seem less than desirable.	Word list useful in describing how one feels. Pictures illustrating words: happy glad delighted silly gay jolly merry friendly

SKILLS

TEACHING PROCEDURES

Ask pupils to select a descriptive word, to consider a fi
and to pantomime or characterize the mood suggested

Ask members of the class to determine which words cou
the pantomime or characterization.

Building Concepts and Vocabulary
(Substitutes for Walked)

Use pictures.

Place a picture (transparency) before pupils.
Guide discussion with questions, such as:
  What is happening?
  Why do you think the person is moving the way he is
  Who can move in the same manner?
Permit several pupils to pantomime the movement pictu
Write on the blackboard - walked.
Ask: "Can anyone think of a better verb which would tel
    what (name a class member) did?
Help pupils with an appropriate word, if necessary.
Substitute the new word. Example: tiptoed
Guide pupils in giving a suitable meaning for the word s
Continue in the same manner with each picture.
Distribute new pictures with written sentence beginning
  When my sister played the piano, I____________
Ask each child to finish his sentence using one of the ne
part of his ending.

Providing sentence beginnings permits the use of
suggest action not actually shown, thereby offset
the child having to make an inference independen
to select a fitting verb. It also provides a patter
sentence structure.

TEACHING PROCEDURES

scriptive word, to consider a fitting remark or reaction,
aracterize the mood suggested by the descriptive word.

ss to determine which words could be used to describe
acterization.

rency) before pupils.
estions, such as:

person is moving the way he is?
same manner?
pantomime the movement pictured.
- walked.
of a better verb which would tell more accurately
ass member) did?
ropriate word, if necessary.
. Example: tiptoed
suitable meaning for the word substituted.
anner with each picture.
with written sentence beginnings as:
ed the piano, I ________________________.
his sentence using one of the newly learned verbs as

ce beginnings permits the use of pictures which may
ot actually shown, thereby offsetting the necessity of
to make an inference independently as well as having
ng verb. It also provides a pattern for interesting
ure.

MATERIALS

comfortable
sad
unhappy
sick
sleepy
lazy
grumpy
annoyed

satisfied
depressed
ill
tired
drowsy
angry
sour

Pictures to suggest:

tiptoeing
marching
limping
strutting
trudging

(Transparencies and overhead projector may be used.)

Pictures for class distribution which require use of new words

SKILLS	TEACHING PROCEDURES
Naming Verbs Which Denote Motion	Use a film, Animals Move in Many Ways. Ask pupils to listen to recall verbs which describe how th Encourage observation of the size of animals being descri Guide pupils in noting that smaller flying things flutter, fli larger ones soar and glide; animals close to the ground r glide, inch along, leap; animals with long, slender legs g Record, after viewing, words recalled by pupils. Ask: "Which words usually indicate fast motion? (Slow? motion?) Which words do we usually associate with large anim (Small?) Invite pupils to pretend to be animals and to bring out thro which describes the movement. Ask pupils to recall the animal that fits the action word.
Selecting Adjectives to Indicate Movement	Use pictures. Explain that often we use action words (verbs) to make adj Provide examples: the slithering snake; darting humming Guide pupils in looking at the verbs from their chart, in r animal seen during the film or on television, and in com way suggested. (gallop - horse = galloping horse) Show pictures of animals in motion. Ask pupils to move as they think the animals move. Invite pupils to give new adjectives to describe the animal Suggest words to increase vocabulary when possible. Provide phrase cards, and call on individuals to read. Display phrases, and invite pupils to build oral sentences a Identify them and add new verbs to the list of words denoti

TEACHING PROCEDURES

ve in Many Ways.

 recall verbs which describe how the animals move.
n of the size of animals being described.
 that smaller flying things flutter, flitter, and dart;
d glide; animals close to the ground ripple, slither,
ap; animals with long, slender legs gallop, bound, leap.
, words recalled by pupils.
sually indicate fast motion? (Slow? Smooth and easy

 we usually associate with large animals?"

nd to be animals and to bring out through pantomime a word
 movement.
he animal that fits the action word.

 use action words (verbs) to make adjectives.
he slithering snake; darting humming birds.
ng at the verbs from their chart, in recalling an
 the film or on television, and in combining words in the
llop - horse = galloping horse)
mals in motion.
s they think the animals move.
new adjectives to describe the animal movement.
rease vocabulary when possible.
s, and call on individuals to read.
 invite pupils to build oral sentences around them.
d new verbs to the list of words denoting motion.

MATERIALS

Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D.C.: Board of Education, 1964.

Film:
897 Animals Move in Many Ways

Chart paper and felt pen for recording new words for later reference

Chart with verbs of motion

Picture suggestions:
- flitting birds
- scurrying mice
- waddling ducks
- lumbering elephants
- strutting rooster
- soaring eagles
- leaping frogs
- rippling caterpillar
- charging lion

Cards with the descriptive phrases above

SKILLS

TEACHING PROCEDURES

Using a Pattern to Structure More Interesting Sentences

Use pictures.

Show pictures where movement is in evidence.
Ask: "What is the plane doing?"
Accept single words and record them on the board.

Example:

planes - flying, zooming, roaring, speeding, soaring, gli
car - going, speeding, creeping, inching along, slidin
animal - playing, running, jumping, eating, bounding, gal
trotting, hopping, crawling, slithering, inching
gliding, leaping, swimming, darting, flying, soa
climbing, scurrying, lumbering
flowers- bobbing, waving, standing, blowing
wind - blowing, raging, humming, roaring
water - dripping, splashing, spurting, flowing, falling
leaves - falling, blowing, trembling, waving

Present a picture of someone who appears to be looking at
Use words, such as: I think, Maybe, Perhaps, Probably,
I imagine, It's possible that, Possibl

If pupils are not accustomed to using such words whe
inferential or interpretive thought, provide a specifi
presenting the words above.

Say: "Perhaps this girl is looking at a f
daffodils bobbing in the breeze."

Let a puppet say: "Maybe the boy is looking at birds
forth with bits of string and stra

TEACHING PROCEDURES

movement is in evidence.
ane doing?"
nd record them on the board.

oming, roaring, speeding, soaring, gliding
eeding, creeping, inching along, sliding, moving
unning, jumping, eating, bounding, galloping, racing,
opping, crawling, slithering, inching along, creeping,
eaping, swimming, darting, flying, soaring, walking,
, scurrying, lumbering
vaving, standing, blowing
raging, humming, roaring
, splashing, spurting, flowing, falling
lowing, trembling, waving

someone who appears to be looking at something.
I think, Maybe, Perhaps, Probably,
I imagine, It's possible that, Possibly

t accustomed to using such words when presenting
nterpretive thought, provide a specific time for
words above.

> "Perhaps this girl is looking at a field of yellow daffodils bobbing in the breeze."
>
> "Maybe the boy is looking at birds darting back and forth with bits of string and straw for a nest."

MATERIALS

Suggested pictures to show motion:
- plane
- automobile
- leaves
- other evidences of wind
- water
- animals

Pictures showing animals in motion could constitute one or several lessons.

Pictures of persons looking at something not shown
See page 35 Grade - Kindergarten

Puppet

SKILLS	TEACHING PROCEDU
	Show a second picture revealing something which t have been viewing. Call attention to the way in which the new word wa Provide other picture question and answer sets, an structure their sentences in the manner presente Guide pupils to understand that the sentence patter using is longer, but more interesting. Help pupils realize that, when they are speaking o length helps to make what is said more interestin
Developing More Skill in Structuring Sentences Understanding the Use of But to Give New Direction or Turn of Thought Developing Powers of Visual Discrimination	Use a filmstrip. Show the first frame of the filmstrip, Differences. Ask pupils to observe in order to find the ball whic Write: Three balls have curved designs, but one h Invite a child to read the sentence for the class. Ask a member of the class to find and read just the tells about the ball which is different. Call attention to the word but and its importance change of thought in the sentence. Ask a child to repeat the sentence and to use the pi illustrate its meaning. Present the next frame. Ask pupils to observe carefully to find a difference *Guide pupils in constructing one sentence utilizing the difference. Example: Three houses have shutters that are ope window with closed shutters.

EACHING PROCEDURES	MATERIALS
ealing something which the girl was supposed to n which the new word was used to describe. stion and answer sets, and invite children to s in the manner presented. l that the sentence pattern which they have been e interesting. vhen they are speaking or writing, varying sentence at is said more interesting.	
e film strip, Differences. rder to find the ball which is different. curved designs, but one has a straight line design. sentence for the class. s to find and read just the part of the sentence that h is different. but and its importance in indicating the difference or sentence. sentence and to use the picture on the filmstrip to refully to find a difference. ing one sentence utilizing the word but when expressing have shutters that are open, but one house has a closed shutters.	Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D.C.: Board of Education, 1964. Filmstrip: 2035 Differences

SKILLS	TEACHING PROCEDURES
Expressing Differences as to Color, Size, Design, Direction, Position, and Missing Parts	Follow this pattern for each frame being sure pupils use introduce the difference. Encourage observation from different points of view. Example: frame 3 Two doors have windows, but two don't. Three doors are divided into two sections, bu three sections. One door has a curved top, but others don't. Permit pupils to use the filmstrip to point out the differe formulate their sentences until the children are able to sentences without pointing. Encourage pupils to explain why it is important to pay cl information which they hear or read which follows the v Suggest that pupils note and report instances outside of t they have become alert to change in thought because th Suggest that pupils draw pictures illustrating these diffe during spare time. Have the children use the pictures to help them report s
Listening for Details	Present orally similar descriptive sentences from time Ask pupils to listen carefully in order to illustrate diffe
Using And to Join Two Short Ideas	Use direct experiences. Whisper two directions to someone and ask him to carry Example: Open the drawer. Put the pencil inside.

TEACHING PROCEDURES	MATERIALS
or each frame being sure pupils use the word *but* to rence. on from different points of view. s have windows, but two don't. ors are divided into two sections, but one door has ections. r has a curved top, but others don't. e the filmstrip to point out the differences and to help them ntences until the children are able to visualize and construct pointing. explain why it is important to pay close attention to the they *hear* or *read* which follows the word *but*. note and report instances outside of the classroom in which alert to change in thought because they heard the word *but*. draw pictures illustrating these differences in thought, se the pictures to help them report such instances. lar descriptive sentences from time to time. carefully in order to illustrate differences in detail. s. ons to someone and ask him to carry them out. e drawer. pencil inside.	

SKILLS	TEACHING PROCEDURES
	Find a good book. Take it to someone in the room. Ask pupils to tell what they saw the person doing after each se directions is given. Write: John opened the drawer. He put a pencil inside. Erase the word He, and replace it with the word and. Guide pupils in realizing that one person did two things; therefore we can join the two things he did by using the word Guide pupils in the oral construction of this kind of sentence. Provide activities for pantomime to give further practice. Examples: Peel a banana. Eat it. Pick up a piece of trash. Put it in the waste bask Ask specific children to name the actions --peeled a banana ate it. Instruct the children to use and and form one sentence which in
Using And to Join Two Ideas when Two Persons Are Performing Different Tasks	Select two children. Ask them to pretend they are in the kitchen and ask each to pan different activities usually carried on in that room.

EACHING PROCEDURES	MATERIALS
book. omeone in the room. saw the person doing after each set of rawer. side. place it with the word and. hat one person did two things; two things he did by using the word and. nstruction of this kind of sentence. tomime to give further practice. . Eat it. ce of trash. Put it in the waste basket. ame the actions --peeled a banana ate it. e and and form one sentence which includes both actions. are in the kitchen and ask each to pantomime two lly carried on in that room.	

SKILLS	TEACHING PROCEDURES

Ask members of the class to tell what each child did.

Example: Mary cooked.
Helen washed the dishes.

Write these sentences on the board.

Guide pupils in realizing the value of using the word and to incorpora thought in a single sentence. Mary cooked, and Helen washed the di

Call attention to the need for a comma in this sentence which tells ab of two different persons.

Ask: "Which are better—longer sentences or shorter ones?"

Guide pupils in realizing that variety in length of sentence helps mak said or written more interesting.

Sometimes but is needed. Determination of whether but or and used in such sentences depends on the purpose -- that is, wheth similarities or differences are being pointed up.

Use direct experiences.

Provide some stimuli which will cause a child or children to respond

Examples:

- Ask a question.
- Throw a ball to someone.
- Beckon to someone.
- Give someone a piece of candy.
- Smile at a child.
- Whisper a direction to a child.

HING PROCEDURES	MATERIALS
l what each child did. shes. ard. ue of using the word and to incorporate the same Mary cooked, and Helen washed the dishes. comma in this sentence which tells about actions r sentences or shorter ones?" riety in length of sentence helps make what is ng. Determination of whether but or and should be pends on the purpose -- that is, whether s are being pointed up. ll cause a child or children to respond. omeone. ne. piece of candy. ion to a child.	Use various materials and techniques, such as: pantomimes by two children in other rooms; transparencies or pictures which show two persons engaged in activities similar in kind; transparencies or other pictures of two objects or two animals around which the kind of sentence being studied can be constructed.

SKILLS	TEACHING PROCEDURES
	Ask the class to describe first what the teacher did, then how th Example: Mrs. Brown called John. He went to her desk. Write the sentences, then use and and make a compound sentenc Help pupils understand that the meaning of the single compound the same as that of the two sentences.
Using And to Describe Action Which Follows Other Action	Use big pictures of experiences within the child's understandin Encourage pupils to study pictures and to decide what came bef made the activity in the picture possible. Example: a boy buying an ice cream cone Set a pattern for children, if necessary, by suggesting a logical Example: Father gave John a dime, and he bought an ice crea Encourage others to create their own explanations. Be sure children follow the pattern of using the word and when i another's action which preceded the action pictured.
Joining Two Short Sentences	Use the overhead projector. Provide pairs of sentences, such as: John found a kitten. He took it home. Mary answered the telephone. Helen answered the doorbell.

TEACHING PROCEDURES	MATERIALS
cribe first what the teacher did, then how the child reacted.	
own called John. to her desk.	
then use and and make a compound sentence. nd that the meaning of the single compound sentence is the two sentences.	
xperiences within the child's understanding. study pictures and to decide what came before which n the picture possible.	Pictures of familiar experiences
ing an ice cream cone	
ildren, if necessary, by suggesting a logical explanation.	
ave John a dime, and he bought an ice cream cone.	
create their own explanations. llow the pattern of using the word and when including hich preceded the action pictured.	
ector.	Overhead projector Transparencies with pairs of sentences which can be combined with and or but
ntences, such as: en.	
the telephone. the doorbell.	

SKILLS	TEACHING PROCEDURES
	Betty raised her hand. Mr. Brown called on her. Ask pupils to combine the two sentences to make one sentence, in which there is no loss or change of meaning. *Give practice in recognizing different ideas in which but can be u to form sentences showing differences. Present several pairs of sentences which provide pupils with an op indicate whether ideas can be joined through the use of and or b
Using Similes to Make Comparisons	Use pictures and previous experiences. Invite pupils to touch items included in a "touch box" during free time. Show items in the box during a class session, and ask pupils to rec how the things felt. Present pictures which provide opportunities for making comparis touch. Give a sentence with a simile in which as is used in making the comparison. Ask children to form other such sentences. Little Duck was as soft as fur. The bubbles the children blew were as light as feathers. The shovel of snow seemed as heavy as a ton of stones. Her face was as smooth as satin. Present several other pictures and sentences using comparisons o those of touch. Provide ample time for discussion. Ask pupils to tell the words repeated in each comparison. *Present a picture and ask pupils to write one sentence about the pa designated being sure to use a comparison, or simile, with as..... to point up what is said.

TEACHING PROCEDURES

r hand.
ed on her.

bine the two sentences to make one sentence,
no loss or change of meaning.

ecognizing different ideas in which but can be used
showing differences.
airs of sentences which provide pupils with an opportunity to
ideas can be joined through the use of and or but.

vious experiences.

ich items included in a "touch box" during free

box during a class session, and ask pupils to recall
lt.
which provide opportunities for making comparisons of

ith a simile in which as is used in making the

rm other such sentences.

s as soft as fur.
e children blew were as light as feathers.
snow seemed as heavy as a ton of stones.
s smooth as satin.

other pictures and sentences using comparisons other than

me for discussion.
the words repeated in each comparison.
and ask pupils to write one sentence about the part
sure to use a comparison, or simile, with as......... as
is said.

MATERIALS

Touch Box
  Possible items:
    feather
    cotton
    wooden block
    fur
    velvet
    emory board
    satin ribbon
    heavy stone

Pictures: some suggestive of touch box items; others useful in making comparisons other than those based on touch

Suggestions for comparisons for individual practice
........as big as........
........as swift as........
........as quiet as........
........as tasty as........

SKILLS	TEACHING PROCEDURES

Note any special talent along this line.
Provide opportunity for self expression by suggesting co
for additional practice.

Use pictures.

Show one picture at a time.
Read or give orally sentences about the picture.

Example: The children romped like playful kittens.

Ask questions, such as:
- Have you ever seen kittens playing?
- How did they look?
- What did they do?
- How do you know they were not trying to hurt each oth

Explain: "The children in the picture are playing in muc
Comparing the children with kittens is a good
how the children played. Most people have se
they could easily imagine how the children lo

Continue with other pictures and sentences containing sin
word like.
Help pupils understand comparisons and the effectiveness
Ask pupils to provide orally comparisons for familiar act

The children ran like________________
played like________________
sounded like________________

*Invite the class to choose pupil comparisons which they f
illustrated.

TEACHING PROCEDURES	MATERIALS
t along this line. r self expression by suggesting comparisons ce.	........as blue as........ ....as scratchy as........ ....as tired as........ ....as pleased as........ ....as easy as........ ....as difficult as........
time. entences about the picture. en romped like playful kittens. : kittens playing? hey were not trying to hurt each other? en in the picture are playing in much the same way. g the children with kittens is a good way to emphasize hildren played. Most people have seen kittens at play so easily imagine how the children looked and acted." ictures and sentences containing similes formed with the	Pictures: children romping any pictures of children's experiences around which meaningful similes can be built
d comparisons and the effectiveness of their use. orally comparisons for familiar actions, as: ike ______________________. d like ______________________. ded like ______________________. oose pupil comparisons which they feel could be well	Materials for making illustrations

SKILLS	TEACHING PROCEDURES
	Write sentences identified on the chalkboard. Ask members of the class to illustrate any one of the sentences. Evaluate in terms of the extent to which pupils capture the meani by the figurative language. Later help pupils find interesting verbs which further point comparison.
Arranging Ideas, Visually Presented, to Create a Story	Use pictures. Place before the children, in no particular order, a series of relate which could tell a story. Provide opportunity for pupils to study pictures carefully. Ask the children to suggest what must have occurred first, secon Ask several children to create a story around the pictures. Ideas may be as simple as the ideas expressed directly in t or as interesting as the child's imagination can make them. Invite one child to retell the whole story. Select pupils to pantomime actions of the main characters while t being retold. Select a new group of pupils to act out the parts of the story addi
Creating Situations Occurring Prior to or Following a Given Pictured Idea	Use pictures. Display one picture. Allow a brief period for class discussion o

TEACHING PROCEDURES	MATERIALS
entified on the chalkboard. e class to illustrate any one of the sentences. of the extent to which pupils capture the meaning suggested language. pils find interesting verbs which further point up the	
ildren, in no particular order, a series of related pictures story. y for pupils to study pictures carefully. suggest what must have occurred first, second, and so on. en to create a story around the pictures.	About 5 pictures which can be woven into a story (Objects can also suggest story direction.)
as simple as the ideas expressed directly in the pictures sting as the child's imagination can make them.	
retell the whole story. ntomime actions of the main characters while the story is	
of pupils to act out the parts of the story adding the dialogue.	
e. Allow a brief period for class discussion of it.	See sample picture on next page.

SKILLS	TEACHING PROCEDURES

Give two sentences, one of which tells what happened befor

Example:

Billy picked up an old stick and hurled it down the stree
In less time than it takes to tell Buck retrieved it and ra

Ask pupils to explain in their own words what took place bef
Repeat the first two sentences, and add a sentence which de
which occurred after the one pictured.

Billy picked up an old stick and hurled it down the stree
In less time than it takes to tell Buck retrieved it and ra
"Good boy!" said Billy taking the stick and playfully sha

Ask pupils to tell what they envisioned after Buck returned
Repeat such experience, if pupils need it.
Gear listening vocabulary to pupils' level.
Stimulate pupils to use their imaginations in creating first
an after for a new picture.
(Pantomime of action preceding and following is a valuable
simplify explanations.)

Use pictures.

Display several pictures.
Ask pupils to study them and to be ready to describe what o
and what occurred after.

CHING PROCEDURES

hich tells what happened before the pictured activity.

k and hurled it down the street.
to tell Buck retrieved it and raced back to Billy.

own words what took place before the pictured event.
s, and add a sentence which describes an action
e pictured.

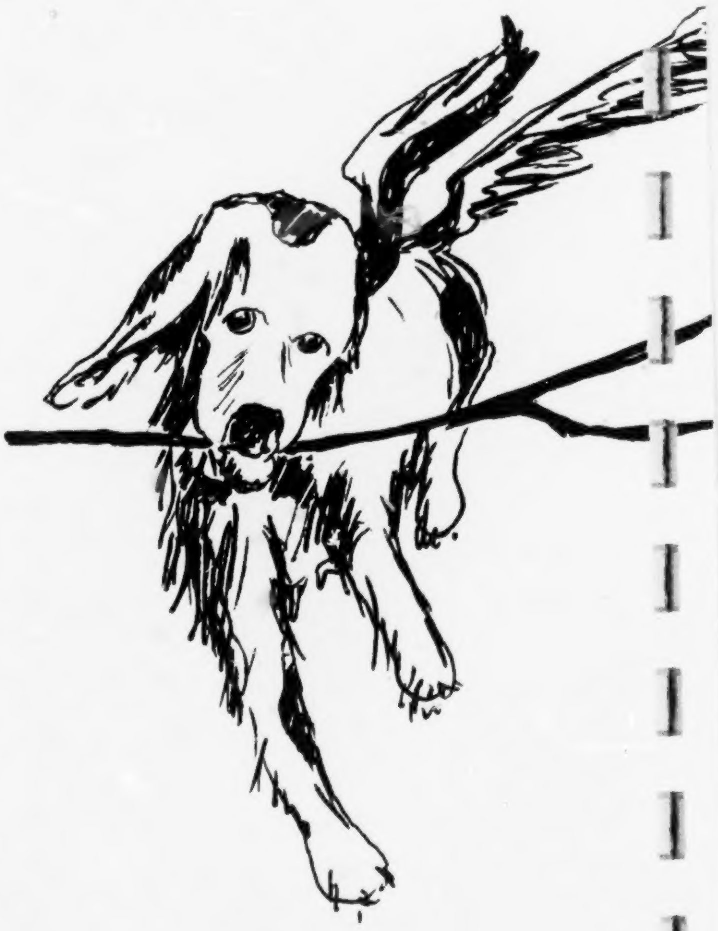
k and hurled it down the street.
to tell Buck retrieved it and raced back to Billy.
king the stick and playfully shaking Buck's head.

nvisioned after Buck returned to Billy's side.
upils need it.
pupils' level.
imaginations in creating first a before, and later,

ding and following is a valuable step which may

to be ready to describe what occurred before

MATERIALS



Pictures to be used singly
for creation of three-
sentence stories

SKILLS

TEACHING PROCEDURES

Example:

Before	Picture	After
speeding cars	accident	arrival o police a
sniffing air	someone rushing to stove	burnt foo
looking expectantly	a tasty dish	feeling fu
reading an advertisement	someone going into a store	trying on
inspecting new baseball mitts	a sunny day	playing ba friends

Creating Story Endings

Use films, filmstrips, recording, or storybook.

Show or play the beginning.
Discuss the situation.
Discuss the characters.
Ask pupils to complete the story in terms of how characters wo
Permit pupils first to draw and then tell their story endings.
Show or play the rest so that pupils can evaluate their own acuit
solving and character delineation.

Creating Stories around a Specific Mood

Use music.

Play a record which suggests a definite mood.
Guide a conversation about how the music makes one feel.
Discuss situations which the mood could suggest.
Build a vocabulary related to mood and to one of the situations.
Encourage pupils to create a story which fits the music.
Encourage referral to and use of vocabulary list.

TEACHING PROCEDURES

Picture	After
accident	arrival of reporters/ police arriving on scene
someone rushing to stove	burnt food
a tasty dish	feeling full
someone going into a store	trying on a new dress
a sunny day	playing ball with friends

ecording, or storybook.

nning.

.

rs.

te the story in terms of how characters would probably behave.

draw and then tell their story endings.

so that pupils can evaluate their own acuity in problem-

er delineation.

suggests a definite mood.

about how the music makes one feel.

hich the mood could suggest.

elated to mood and to one of the situations.

create a story which fits the music.

o and use of vocabulary list.

MATERIALS

Any story of everyday experiences with which the children are familiar

See:
Public Schools of the District of Columbia. Music Curriculum Guide 3-6. Washington, D.C.: Board of Education.

SKILLS

TEACHING PROCEDURES

Creating a Story for a Film

Show a film without words.
Invite pupils to create word pictures to fit each frame.
Record the story, if pupils have aptitude in this kind of ex

Familiar and unfamiliar stories on filmstrips are us
practice needed before attempts at more complicate

Using Pictures to Build Vocabulary for a Story

Use a picture.

Select one picture which emphasizes either a place or wea
Ask pupils to tell as quickly as possible any sensory impr
picture elicits.

Example:

wintry
snowy
traffic jam
skidding
parking lights
low beam lights
lines of cars
cautious drivers
a honking horn
snow-swept roads
creeping traffic
well-spaced cars
street lights on
no pedestrians
glowing street lights

trees with snow-capp
ground covered with
hazy
cold
dim
stillness
a Jack Frost evening
frosty evening
biting air
whisks of snow and ic
the road
dusk
motorists on their wa
homeward bound moto
people driving home

TEACHING PROCEDURES

ds.
ord pictures to fit each frame.
ils have aptitude in this kind of experience.

miliar stories on filmstrips are useful for giving
efore attempts at more complicated storytelling.

emphasizes either a place or weather condition.
ckly as possible any sensory impression which the

trees with snow-capped limbs
ground covered with snow
hazy
cold
dim
stillness
a Jack Frost evening
frosty evening
biting air
whisks of snow and ice covering
  the road
dusk
motorists on their way home
homeward bound motorists
people driving home from work

MATERIALS

Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D.C.: Board of Education, 1964.

Film:
1029 Hunter and the Forest

Chart paper and felt pen
Tape and recorder

Pictures which clearly indicate a place or weather conditions

SKILLS	TEACHING PROCEDURES
	Record both simple and more intricate word pictures. Invite pupils to refer again to the picture and to suggest in one se what happened before the picture. Write the sentence representative of pupils' best efforts. Ask: "What probably occurred after the pictured scene. Leave space, and record this sentence below the other. Ask pupils to use any words or phrases from their list to help them write independently, three interesting sentences describing the picture, and telling what occurred between the be and end given.
Composing a Group Story Organizing Ideas	Use pictures as story starters. Display a picture. Question pupils to direct their thinking about characters, time, ar Write best suggestions. Get suggestions in terms of what happens to main characters. Help pupils build a conflict or problematic situation. Guide pupils in finding a solution for the problem. Help pupils to end the story by summarizing and disposing of pro Allow pupils to retell the whole story. Review steps taken in developing the story. Write these on a chart for pupils for reference during independen
Organizing Ideas Setting the Stage for Characterization	Provide pretend situations. Ask pertinent questions which will help in story organization and Pretend you are a king. Where would you live? Who else would be there? How would you treat them? How would they treat you?

TEACHING PROCEDURES	MATERIALS
ple and more intricate word pictures.	
refer again to the picture and to suggest in one sentence	
before the picture.	
ce representative of pupils' best efforts.	
bably occurred after the pictured scene.	
d record this sentence below the other.	
e any words or phrases from their list	
rite independently, three interesting sentences	
picture, and telling what occurred between the beginning	
ry starters.	Lively, exciting, humorous pictures
e.	
to direct their thinking about characters, time, and place.	
estions.	
in terms of what happens to main characters.	
d a conflict or problematic situation.	
inding a solution for the problem.	
nd the story by summarizing and disposing of problems.	
retell the whole story.	
ken in developing the story.	
chart for pupils for reference during independent writing periods.	
situations.	
estions which will help in story organization and development, as:	
are a king.	
you live?	
uld be there?	
ou treat them?	
ey treat you?	

SKILLS	TEACHING PROCEDURES
	What would you do all day? How would you speak? What problems would you have? How would you solve them? Let the class create a story based on answers furnished. Provide time for dramatization.
Creating Stories Independently	Display pictures which present an unusual situation. Help children recognize the different, unique, or bizarre qualit Guide pupils in a brainstorming activity in which any answer is Classify answers in terms of probable, possible, or impossible Guide children in using skills previously developed in order to story--either about real activities or fanciful ones. Encourage each child to write the story as he wishes to develop Select a story with situations which lend themselves to dialogue Let pupils act out. Encourage them to elaborate and bring greater depth to the stor their dialogue and characterization.
Using Dialogue to Make a Story More Effective	Reread a child's story. Discuss points at which dialogue would add to the effectiveness account. Encourage each to find and add bits of dialogue to his story. Guide pupils in recording only limited dialogue which helps add story and helps to offset monotony. Read numerous stories by well-known authors to illustrat conversation, and to provide patterns for pupils to conside

TEACHING PROCEDURES	MATERIALS
all day? ak? uld you have? ve them? story based on answers furnished. matization.	
h present an unusual situation. ize the different, unique, or bizarre quality of the situation. instorming activity in which any answer is acceptable. erms of probable, possible, or impossible. ng skills previously developed in order to develop a whole real activities or fanciful ones. to write the story as he wishes to develop it. tuations which lend themselves to dialogue.	Pictures presenting a problematic situation or surprising circumstance
laborate and bring greater depth to the story through haracterization.	
y. ich dialogue would add to the effectiveness of the written nd and add bits of dialogue to his story. ding only limited dialogue which helps add color to the ffset monotony.	Children's stories
stories by well-known authors to illustrate their use of nd to provide patterns for pupils to consider as they write.	

SKILLS	TEACHING PROCEDURES
	Encourage some pupils to substitute their favorite animals for th in the story. Read the story so that pupils can recognize the humor developed are depicted doing the things people do. Help pupils recognize that humor is related to the fact that anima equipped and have little need for doing such things. Point to authors who utilize this technique, and stimulate childre alert in finding examples of it for themselves. Provide opportunities for pupils to suggest animal participa things which they do around the school or home. Invite pup in this kind of writing to engage in it during free time.

TEACHING PROCEDURES	MATERIALS
ls to substitute their favorite animals for the characters t pupils can recognize the humor developed when animals he things people do. that humor is related to the fact that animals are ill- ittle need for doing such things. utilize this technique, and stimulate children to be mples of it for themselves. unities for pupils to suggest animal participation in ey do around the school or home. Invite pupils interested riting to engage in it during free time.	Ideas for situations around which to build animal activities: Play the piano. Write on the chalkboard. Sharpen a pencil. Give a report. Put on gloves.

The following pages include samples of lessons which can be used when pupils need drill with:

frequent patterns of conversation
expressions of politeness
intonation
the verb to be
the third person singular
the past tense
irregular verbs
phrasing
enunciation of troublesome words
  or troublesome sounds.

Older children, from Third Grade on, may build rules to accompany drills. Younger pupils can imitate the teacher without concern about rules of grammar.

SKILLS	TEACHING PROCEDURES
In structured lessons focus attention on the aspect under consideration. Do not try to correct all problems. Practicing Patterns of Conversation	Use a tape. Play a tape with frequently used greetings. Repeat the first conversation. Play the same portion again asking children to repeat answers a tape. Instruct pupils to imitate inflections used on the tape. Help pupils understand that we seldom speak in chorus-that spea tape was a procedure useful in providing everyone with an oppo Select two children to carry on the conversation without the tape. Evaluate the naturalness of the conversation. Follow the same procedure with the other conversations. Guide pupils in understanding that the last greeting is more appr with peers.
Using contracted forms in conversation Using the Present Tense of the Verb To Be with pronouns I'm Are you	Use pictures. Distribute pictures of places to about ten children. Ask each child to pretend that he is going to the place pictured. Structure this pattern for pupils to follow: I'm going to the Capitol. Where are you going? Instruct each child with a picture to tell where he is going, when ask the next child the same question.
We're He's, She's They're	Use the same technique, but structure situations appropriate for conversational use of: Where are you going? We're going ——— Where is he? (she) He's (She's)______

TEACHING PROCEDURES

ntly used greetings.
sation.
gain asking children to repeat answers along with the

te inflections used on the tape.
that we seldom speak in chorus-that speaking with the
useful in providing everyone with an opportunity to practice.
arry on the conversation without the tape.
s of the conversation.
dure with the other conversations.
anding that the last greeting is more appropriately used

places to about ten children.
nd that he is going to the place pictured.
or pupils to follow:
itol.
g?

n a picture to tell where he is going, when asked, and to
same question.

e, but structure situations appropriate for developing

g?

MATERIALS

Tape-Suggested Conversations:

Hello!
Hello!

How are you?
Fine, thank you.

Good-by.
Good-by.

Good afternoon.
How are you?
Fine thanks.
Good-by.

Hi!
How are you?
Fine thanks.
See you later!

Hi!
Hi!

How are you?
Fine thanks.

Were you at ________
yesterday?

Yes, I was.
I thought I saw
you

Pictures of familiar places

SKILLS	TEACHING PROCEDURES
	Where are they? They're_____________. Write contracted forms-I'm, you're, she's, he's, we're, th Ask pupils, as each contracted form is written, to tell the contraction stands. Write the two words so that pupils may discover likenesse Establish the fact that contracted forms are often easier a use in friendly conversations. Help pupils realize that sometimes you're concerns one pe it concerns more than one.
Using It Is and It's	Use a puppet. Introduce Mr. Glick to pupils. Explain that you're frequently misplacing things, but that y very helpful. Use the following dialogue with Mr. Glick: "Where's the ball?" "There it is. It's under the chair." Ask one-half of the class to repeat the teacher's question. Ask the rest of the class to give Mr. Glick's answers. Ask one-half of the class, one at a time, to place objects s in the room. (Each of these children will later handle M Ask each child remaining to pretend that he misplaced the Mr. Glick for his help. Write it is and it's on the chalkboard. Ask pupils to find the contraction, tell its meaning, how it' value in speaking.

TEACHING PROCEDURES	MATERIALS
_____. ms-I'm, you're, she's, he's, we're, they're-on the chalkboard. contracted form is written, to tell the two words for which the so that pupils may discover likenesses and differences. at contracted forms are often easier and more natural to versations. hat sometimes you're concerns one person, and sometimes han one.	
	Puppet
to pupils. frequently misplacing things, but that you've found Mr. Glick	Small objects in the classroom
alogue with Mr. Glick: l?" air." class to repeat the teacher's question. class to give Mr. Glick's answers. class, one at a time, to place objects somewhere within sight h of these children will later handle Mr. Glick and talk for him.) aining to pretend that he misplaced the object and to ask help. on the chalkboard. he contraction, tell its meaning, how it's formed, and its	

SKILLS	TEACHING PROCEDURES
Using They Are and They're	Use pictures or objects. Ask pupils who did not handle the puppet in the previous various places in the room. Let those who have not had a chance to manipulate the pu Structure the conversation as follows: "Where are my shoes?" "There they are. They're beside the desk." Continue in the manner suggested for using it's and it is
Making Negative Responses (It Isn't)	Use a tape. Tape a conversation, such as: -Look in the top drawer and bring me my pen, please -It isn't here. -Isn't it under the papers? -Oh, yes. Here it is. -Thank you. -You're welcome. Ask pupils to recall the response used when the person - It isn't here. Write this on the chalkboard. Ask pupils to tell what was said when the person found t Write: "Here it is," on the chalkboard. Provide opportunity for the class to repeat "It isn't here requesting items not available, as: Where's my kitten Ask a pupil to recall the response which they will use as "There it is." Distribute pictures to one-half of the class. Place objects on a table corresponding to some of those

TEACHING PROCEDURES

jects.

did not handle the puppet in the previous lesson to place pairs in
s in the room.
have not had a chance to manipulate the puppet to do so this time.
conversation as follows:
my shoes?"
are.
ide the desk."
manner suggested for using it's and it is.

sation, such as:
top drawer and bring me my pen, please.
e.
her the papers?
Here it is.
.
come.
recall the response used when the person was unable to find the item.
re.
he chalkboard.
ell what was said when the person found the pen.
it is," on the chalkboard.
tunity for the class to repeat "It isn't here" several times by
ems not available, as: Where's my kitten? Where's John's bicycle?
recall the response which they will use as they find something -
"
tures to one-half of the class.
on a table corresponding to some of those pictured in front of the room.

MATERIALS

Pictures of pairs or
small objects that come in
pairs, such as:
- doll clothing
- boots
- shoes
- socks
- gloves
- earrings
- mittens

Taped conversation
Tape recorder

Pictures of objects
(enough for at least
one-half of the class)

Actual objects (to represent
about 8 of the items pictured)

SKILLS	TEACHING PROCEDURES
	Instruct each child with a picture to ask one of the other child object suggested by this picture. Instruct the pupil responding to look on the table, bring the ite and respond, "Here it is." Encourage pupils to exchange courtesies, such as: Thank you welcome. Remind pupils to reply, "It isn't here," if they find that the ite not on the table.
Using It's Not	Use the same conversation, but substitute, It's not here. Have pupils decide whether the same idea was conveyed in the conversation. Have pupils identify the sentence which varies. Redistribute pictures so that those previously making request follow directions. Ask children to use the words - Here it is or It's not here. Review the name given to two words joined to make a shorter the word, contraction, if pupils have not studied this. Write: It isn't here. It's not here. Ask two children to rewrite the sentences without using the co It is not here. - It is not here. Be sure the class notes that the sentences not only mean the s they also say the same thing. Ask two children to underline the two words originally joined. It is not here. - It is not here. Help pupils discover that different words were joined to make Help pupils realize that the contractions, therefore, do not me

TEACHING PROCEDURES	MATERIALS
ld with a picture to ask one of the other children to bring the d by this picture. l responding to look on the table, bring the item requested, Here it is." to exchange courtesies, such as: Thank you and You're reply, "It isn't here," if they find that the item requested is .	
nversation, but substitute, It's not here. de whether the same idea was conveyed in the second tify the sentence which varies.	Same conversation included on previous tape, but with the sentence It isn't here changed to It's not here.
tures so that those previously making requests have a chance to ns.	Pictures of objects
use the words - Here it is or It's not here. given to two words joined to make a shorter word or present raction, if pupils have not studied this. here. here. n to rewrite the sentences without using the contracted forms - . - It is not here. s notes that the sentences not only mean the same thing, but he same thing. n to underline the two words originally joined. . - It is not here. cover that different words were joined to make the contractions. lize that the contractions, therefore, do not mean the same thing.	

SKILLS	TEACHING PROCEDURES
Substituting Needed Contractions	Present these contractions: he's they're isn't she's it's aren't Ask pupils to tell the two words for which each contracte Help pupils use he's not, she's not, he isn't, and she isn't Ask: "Where is the book?" Hold the book up. Say: "Here it is." Remove it. Ask: "Where is it now?" Call on individuals until both replies - It's not here an Ask: "Where's Mary?" Have her stand. Say: "Here she is." Send her out. Ask the children to follow the same pattern, but to tell Call on individuals until they use both she's not and sh Send a boy out. Ask: "Where is Bill?" See if pupils can handle the pattern. Provide similar practice in order to attune pupils' ears t not; we aren't or we're not. Use objects, pictures, and children to give practice.
Using Was and Were with the Pronouns I and You Were you___________? I was______________.	Use pictures. Distribute pictures of places to about ten children. Ask each child to use the place pictured in his question. Example: Were you at school yesterday?

TEACHING PROCEDURES

ontractions:
they're isn't
it's aren't
ll the two words for which each contracted form stands.

he's not, she's not, he isn't, and she isn't.

re is the book?"
k up.
it is."

re is it now?"
viduals until both replies - It's not here and It isn't here-are given.

re's Mary?"
and.
she is."
t.
ldren to follow the same pattern, but to tell about the girl.
viduals until they use both she's not and she isn't.
out.
re is Bill?"
s can handle the pattern.

r practice in order to attune pupils' ears to they aren't or they're
t or we're not.
ictures, and children to give practice.

tures of places to about ten children.
l to use the place pictured in his question.
Were you at school yesterday?

MATERIALS

Classroom objects
Pictures of children,
animals, or things

Suggestions for pictures:
school
playground
home
theater
restaurant
laundromat
barber shop
grocery store

SKILLS	TEACHING PROCEDURES
	Write the words were you on the chalkboard, and establish the fact t are to use these words in each question. Ask children who received pictures to formulate their questions me patterning them after the one given as an example. Ask each child to give his picture to a friend so that that person can picture to structure a response, such as: Yes, I was at school. Be sure pupils incorporate the words, I was in the answer.
Using I Was I Wasn't	Play a game. Distribute the same pictures to a group of children who have not han them previously. Ask pupils not to expose their pictures. Select volunteers to ask "Were you at________yesterday?" Ask children with pictures to use them to determine whether their a should be negative or affirmative. Establish the following pattern of response - Yes, I was. No, I wasn't. Ask the child to tell where he was if the child questioning him did no correctly. Be sure pupils understand the contraction wasn't. Use a similar framework for establishing - he was, she was, we wer and the corresponding negatives.
Using Does Doesn't	Ask three or four children, boys and girls, to find something which t like to use in a guessing game. Have those children each place the object selected on a table in back room. Ask the rest of the class to close eyes and face front until this has be

NG PROCEDURES	MATERIALS
halkboard, and establish the fact that pupils uestion. s to formulate their questions mentally, en as an example. to a friend so that that person can use the such as:	Pictures of places of interest in the city, as: Capitol — art gallery Monument — Zoo museum — Constitution Hall White House — Library of Congress
rds, I was in the answer.	Pictures used in the previous lesson
group of children who have not handled tures. ay?" them to determine whether their answer e. response - Yes, I was. No, I wasn't. if the child questioning him did not guess ntraction wasn't. blishing - he was, she was, we were, they were, .	
and girls, to find something which they would e object selected on a table in back of the eyes and face front until this has been done.	Table Classroom objects

SKILLS	TEACHING PROCEDURES
	Select a volunteer to guess which object belongs to which child an "Does this belong to you, Billy?" Instruct Bill to answer Yes, it does or No, it doesn't. Establish it does and it doesn't. Write doesn't on the chalkboard. Ask members of the class to substitute words for which the contra Show pictures which are absurd. Ask: "Could this be?" Structure answers: No, that could not be because a bird doesn't swim a bus doesn't walk.
Using Possessive Pronouns	Use the first part above, but structure the language to give practi possessive pronouns. Example: "Excuse me. Is this yours, Bill?" "Yes, that's mine. (No, it isn't mine.) Thank you."
Using A or An; Stressed or Unstressed The	Use objects and pictures. Display a surprise bag with items beginning with vowel sounds. Expose one item at a time stating naturally what the object is. Example: an apple — an onion an egg — an orange an iron — an umbrella Ask pupils to repeat in the same natural manner with no undue st Give a sentence telling how you use or would use an item or tellin about an item. Example: I put on an apron when I help with the cooking.

TEACHING PROCEDURES

ıess which object belongs to which child and to ask:
you, Billy?"
Yes, it does or No, it doesn't.
t doesn't.

ıalkboard.
ıass to substitute words for which the contraction stands.
re absurd.

e because
vim
ık.
ve, but structure the language to give practice in using
.

e.
s, Bill?"
s mine. (No, it isn't mine.)

g with items beginning with vowel sounds.
ime stating naturally what the object is.
e an onion
an orange
an umbrella
n the same natural manner with no undue stress on an.
g how you use or would use an item or telling something

an apron when I help with the cooking.

MATERIALS

Absurd pictures, as:
a bird swimming
a squirrel sitting at a table
a chicken resting in a tree
a duck with an umbrella
a bear with a giraffe neck
a snake walking
a bus walking
an apple on a grape vine

Surprise bag with objects, such as:

apron	plastic foods
envelope	apple
eraser	egg
iron	onion
	orange

small umbrella
earring
toys (beginning) with vowels)

SKILLS	TEACHING PROCEDURES
	Allow pupils to select other items around which to build sentences Write on the chalkboard the names of five things each of which beg different vowel. Guide pupils in discovering that each word begins with a vowel. Have the vowel underlined. Ask: "Can anyone give a rule for using the word an? What word do we use with words beginning with consonants ? Place pictures around the chalkboard ledge. Ask pupils to name what is in the first picture and to listen to dete they hear a vowel sound at the beginning of the name of the objec Ask whether a or an is needed. Place a on one side of the chalkboard, an on the other. Have pupils classify all pictures in terms of whether they are use Ask pupils to say the name of the pictured item using a or an. Be sure pupils use the unstressed, schwa pronunication of the wor Help pupils realize that many more words begin with consonants t vowels, therefore, a is used much more frequently than an, but i important to use an when it is required. Use an orange object. Display an item that is orange in color. Ask the children to tell what the object is. Write on the board, "I have a (name of object) ; and ask the clas Ask pupils to explain why a was used in the sentences. Ask children to tell the color of the item; and write: I have an or (name of object). Have a child tell why an was used.

ING PROCEDURES

ns around which to build sentences incorporating an.
nes of five things each of which begins with a

each word begins with a vowel.

or using the word an?
words beginning with consonants?"
board ledge.
ne first picture and to listen to determine whether
beginning of the name of the object.

board, an on the other.
s in terms of whether they are used with a or an.
ne pictured item using a or an.
sed, schwa pronunication of the word a.
nore words begin with consonants than with
nuch more frequently than an, but it is
required.

in color.
e object is.
name of object) ; and ask the class to read.
s used in the sentences.
of the item; and write: I have an orange

sed.

MATERIALS

Pictures; some of which begin with vowels.

An orange item

Ideas for matching exercise:

orange	egg
Easter	carrot
ice	cube
idle	boy

SKILLS	TEACHING PROCEDURES
	Write a list of adjectives beginning with vowels on one side of chalkboard. Place a list of nouns which could be used with the adjectives o side. Ask children to combine adjectives and nouns that could go tog them, and label being sure to use an. Ask pupils to share pictures and read labels. Emphasize the importance of smooth phrasing and proper stre Follow this with a similar exercise using adjectives, but invol between the need for a or an. Guide pupils similarly in using the (unstressed) and the (stress Emphasize with pupils the need for using a and an, or stresse the, and phrasing smoothly.
Developing Skill in Smooth Phrasing	Tape pupils' sentences as they read them. Replay tape and ask the class to evaluate how smoothly pupils proper stress. Remind pupils to develop speech ears attuned to this during pe there is speaking or oral reading.
Using Expressions of Politeness	Use a tape. *Play pre-taped conversations, such as: Excuse me! Yes, of course. Is this the supply room? Yes. My teacher would like an eraser. An eraser? That's right. Here you are. Thank you! You're welcome.

TEACHING PROCEDURES

ectives beginning with vowels on one side of the

ns which could be used with the adjectives on the other

mbine adjectives and nouns that could go together, illustrate
eing sure to use an.
e pictures and read labels.
ortance of smooth phrasing and proper stress.
similar exercise using adjectives, but involving discrimination
for a or an.
arly in using the (unstressed) and the (stressed).
pils the need for using a and an, or stressed or unstressed
smoothly.
nces as they read them.
k the class to evaluate how smoothly pupils phrased and used

evelop speech ears attuned to this during periods in which
or oral reading.

nversations, such as:

ly room?

ld like an eraser.

e.

MATERIALS

excellent	paper
alarm	clock
elastic	headband
electric	heater
emerald	ring
empty	room
Eskimo	dog
oil	well
open	door

Tape and tape recorder

Pre-taped conversations
Tape recorder
Safe, non-breakable objects which pupils can handle
Pictures suggestive of role-playing activities in which courteous expressions are needed.

SKILLS	TEACHING PROCEDURES
	Ask pupils to recall polite terms and responses used in Ask pupils to suggest other responses to Excuse me an (Certainly. Yes . May I help? Don't mention it. That' Call attention to the way in which the tone or voice carr politeness. Place numerous items on a supply table. Ask one child to "work" near the table. Send a pupil for an item. Suggest that the child disturb the one working in order which he was sent. Permit freedom of conversational interchange, but ask incorporation of courteous expressions, polite tones, request for an item properly. Show pictures of situations requiring use of Excuse me children to role-play these. *Tape conversations which include words which are freq give me; let me; want to; going to.
Enunciating Give Me Clearly	Example of taped conversation for give me: I don't have any paper. Please give me a piece. Thank you. You're welcome. Give me Please give me a piece. Ask children to practice saying the words and sentence Encourage imitation of the intonation used on the tape. Continue the next portion of the tape allowing pupils to sentences:

TEACHING PROCEDURES

e terms and responses used in the conversation.
ier responses to Excuse me and Thank you.
I help? Don't mention it. That's all right.)
in which the tone or voice carried a feeling of

a supply table.
near the table.

sturb the one working in order to request the item for

rsational interchange, but ask the class to listen for
ous expressions, polite tones, and ability to restate the
operly.
ons requiring use of Excuse me and Thank you, and permit
hese.

h include words which are frequently poorly enunciated -
o; going to.

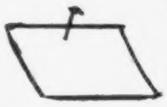
rsation for give me:
r.
ce.

ce.

e saying the words and sentences above.
the intonation used on the tape.

on of the tape allowing pupils to repeat the following

MATERIALS



The Language Master can be used to provide individual practice needed to develop tonal quality.

Pre-taped conversations and drills
Tape recorder

Pictures of items which children could request

SKILLS	TEACHING PROCEDURES
	Please give me some cake. Give me a piece of chocolate cake, please. Give me the book, please. Please give me a hand. (figurative) Distribute pictures of items. Ask each child to use the words give me to request the pictured item Display pictures. Pair children off. Review the dialogue previously suggested. Encourage pupils to use it as a pattern for requesting one of the pictu displayed. Distinguish between pupils who say the words correctly habitually an use them correctly during instructional periods. Use the language master to provide individual practice for those who need for more drill.
Enunciating Words with the Th Sound Clearly (Smaller children may not be ready for drill on the th sound.)	Provide numerous experiences which give drill on the th sound. Examples: Ask pupils to repeat the name of the pictured item and to raise hand begins like three. Use pictures, some of which begin like three. Give orally a number of words - thimble, third, face, thirty, ten, thi Have pupils identify the words that are different. Ask pupils to identify and explain the use of anything within the classroom. Guide pupils in using the words this or these when telling about objec which they can touch, and in using the words that or these when tel about objects out of reach.

ACHING PROCEDURES	MATERIALS
ke. late cake, please. e. (figurative) s. ords give me to request the pictured item.	
sly suggested. s a pattern for requesting one of the pictured items who say the words correctly habitually and those who instructional periods. provide individual practice for those who evidence	
s which give drill on the th sound.	
me of the pictured item and to raise hands if it	Pictures, some beginning like three
h begin like three.	
ords - thimble, third, face, thirty, ten, thin. rds that are different.	Words with th sounds frequently mispronounced:
xplain the use of anything within the	this that these those
ords this or these when telling about objects l in using the words that or these when telling h.	mother father

SKILLS	TEACHING PROCEDURES

Create role-playing situations in which pupils pretend to int
friends or workers in the community.
Ask pupils to begin introductions with the words-This is

*Say pairs of words that are somewhat similar.

Example:	tank	thank
	boat	both

Ask a child to identify the word with the th sound.
Ask him to stand if he hears the th sound at the beginning of
clap if he hears the sound at the end of the word.
Invite pupils to give sentences in which both words are used
Both children sat in the boat.

Ask pupils to tell about something they enjoy doing with thei

Create situations in which pupils give their addresses to:
a cab driver
the policeman
the librarian
a friend being asked to come to a party.
Be sure children use the th sound when naming the section o

Create guessing games in which the one who gives the clue u
words which include the th sound.
Example: I'm thinking of something in this room that we use
Invite each child who guesses correctly to give the next clue

ACHING PROCEDURES	MATERIALS
ns in which pupils pretend to introduce personal community. tions with the words-This is somewhat similar. thank both ord with the th sound. the th sound at the beginning of the word, but to at the end of the word. es in which both words are used: oat. ething they enjoy doing with their mothers or fathers. upils give their addresses to: ome to a party. sound when naming the section of the city. hich the one who gives the clue uses a number of h sound. omething in this room that we use when we write. es correctly to give the next clue.	brother birthday something nothing other northwest northeast southeast southwest arithmetic with month mouth tooth both bath earth

SKILLS	TEACHING PROCEDURES
	Ask questions, such as: What time do you think it is? What month is this? When is your birthday? Instruct pupils to use the th words in the question in their answers Example - I think it is 11 o'clock. This month is January. My birthday is in May. *Place th words, and sentences using them, on a tape to be used wit Language Master to give additional individual practice.
Using the Third Person Singular Correctly	Use pantomime. Say: "Mother is a very busy person. I will tell about some of the things she does; then I will pantomime each idea. Please r both the sentence and pantomime after me." Use appropriate pantomime for such sentences, as: Mother cooks breakfast. She sets the table. Mother washes the dishes. She makes the bed. She sweeps the floor and dusts the furniture. She washes clothes and irons them. Mother mends our clothes. Mother works hard.

CHING PROCEDURES	MATERIALS
s? ords in the question in their answers. o'clock. January. in May. s using them, on a tape to be used with the litional individual practice. person. I will tell about some of the will pantomime each idea. Please repeat pantomime after me." or such sentences, as: . es. d dusts the furniture. irons them. es.	

SKILLS

TEACHING PROCEDURES

Have pupils, if they tend to omit verb endings, say the verb ou and then incorporate it again in the sentence.

Ask pupils to recall verbs used to tell things Mother does, and to li sounds at the end of the verb.

List the words on the chalkboard.

Ask individuals to read the list and to underline the words as they s

Ask the class to listen and look to determine whether pronunciation notation match.

Establish the fact that special endings are used with verbs when on about one person or thing.

*Ask children to make and keep lists of verbs requiring an s ending z sound as in makes; and es sound as in washes.

Help pupils realize, as the need occurs, that some words such as do do not fit the pattern.

Use other members of the family to help fasten correct usage of th person singular.

Ask pupils to pantomime something Mother does in a particular roo

Let the class tell what Mother does.

Provide opportunity for children to pantomime activities of various workers.

Have pupils give oral sentences about the pantomime.

List each third person singular, and ask children to add new words of verbs under the appropriate ending sounds.

Display tools.

Ask pupils to tell what a person does with the tool.

ACHING PROCEDURES

nd to omit verb endings, say the verb out of context
it again in the sentence.

ised to tell things Mother does, and to listen for
rb.
board.
list and to underline the words as they say them.
ook to determine whether pronunciation and

ial endings are used with verbs when one is speaking

eep lists of verbs requiring an s ending as in cooks; a
es sound as in washes.
need occurs, that some words such as does, goes

family to help fasten correct usage of the third

mething Mother does in a particular room in the house.
her does.

ldren to pantomime activities of various community

nces about the pantomime.
gular, and ask children to add new words to their list
priate ending sounds.

erson does with the tool.

MATERIALS

Tools, as:
mop broom
vacuum cleaner

SKILLS

TEACHING PROCEDURES

Remind pupils, if necessary, to add special endings to verbs.

Establish a pattern for pupils, such as:

Mother sews with needle and thread.
Father pounds nails with the hammer.
A lumberjack chops wood with an ax.

Encourage use of verbs other than those suggested by the noun nam the tool.

Using the Third Person Plural Correctly

Create a story.

Say: "Sometimes Mother has help. Mother and my big sister cook My little sister and my mother set the table. Daddy and Mo the dishes. Mother and I make the bed. Sometimes my brot the floor. My big sister and my mother mend clothes. The things to the laundromat. We take care of the baby. We all to help at our house.

Ask pupils to repeat each sentence after the teacher.

Select volunteers - Mother, big sister, little sister, Dad, two broth to carry out the action suggested by each sentence.

Ask pupils to use their imagination to determine placement of the s sink, bed, broom, door.

Repeat sentences and ask the volunteers selected to incorporate pa appropriate times as the class says each sentence.

Ask pupils to recall verbs used.

List these on the chalkboard.

Call attention to the fact that no special ending is added to the verb

Help children understand that we put a special ending on the verb o are talking about one thing or person other than ourselves.

EACHING PROCEDURES

y, to add special endings to verbs.
ils, such as:
e and thread.
h the hammer.
od with an ax.
her than those suggested by the noun naming the

has help. Mother and my big sister cook breakfast.
d my mother set the table. Daddy and Mother wash
r and I make the bed. Sometimes my brothers sweep
sister and my mother mend clothes. They carry
romat. We take care of the baby. We all do something
se.

sentence after the teacher.
r, big sister, little sister, Dad, two brothers, baby-
uggested by each sentence.
agination to determine placement of the stove, table,

the volunteers selected to incorporate pantomime at
e class says each sentence.
s used.
ard.
that no special ending is added to the verb.
that we put a special ending on the verb only when we
ing or person other than ourselves.

MATERIALS

screw driver
pliers
shovel
paint brush
needle and thread
sewing machine
can opener
bottle opener
shears

saw
hammer
ax
iron
scissors

SKILLS	TEACHING PROCEDURES
Using the Third Person Plural	Select two or more persons to carry out a pantomime, su telephoning, or looking in file cabinets, sweeping, sewin Ask questions to elicit a response which includes use of t Example: Ask: "What do workers in the office do?" Encourage answers, such as: Mrs. Bradley and Mrs. Laney type in the office. The secretaries type in the office. The secretaries talk on the telephone. Office workers often file papers.
Using the Third Person Singular or Plural	*Place two pocket charts before pupils. Put a picture of one person or animal engaged in an activ Insert a picture of several engaged in the activity in the Put the appropriate verb, with and without variant ending Distribute pictures in which pupils must use either the th plural in forming sentences to tell about the picture. Ask each child to place his picture in the pocket which se before giving his sentence. Encourage pupils to formulate sentences about pictures w they seem ready.
Substituting Pronouns for Nouns	Provide sentences orally. Ask pupils to replace nouns with pronouns. Example: Mother has help. (She) Bob sweeps the floor. (He)

TEACHING PROCEDURES	MATERIALS
nore persons to carry out a pantomime, such as: typing, or looking in file cabinets, sweeping, sewing, hammering. to elicit a response which includes use of the third person plural. o workers in the office do?" swers, such as: ey and Mrs. Laney type in the office. aries type in the office. aries talk on the telephone. kers often file papers.	
ket charts before pupils. of one person or animal engaged in an activity in one pocket. re of several engaged in the activity in the other pocket. priate verb, with and without variant ending, by each chart. tures in which pupils must use either the third person singular or ming sentences to tell about the picture. d to place his picture in the pocket which serves as a guide g his sentence. pils to formulate sentences about pictures without a guide as soon as eady.	Two individual pocket charts Pictures showing one person or animal doing something Pictures showing two or more engaged in an activity
nces orally. replace nouns with pronouns. s help. (She) s the floor. (He)	

SKILLS

TEACHING PROCEDURES

Mother and my sister fix dinner.	(They)
The table looks beautiful.	(It)
Sharon and Michael wash the dishes.	(They)
The glasses sparkle.	(They)
Bobby and I like to dust.	(We)

Emphasize the importance of using either names _or_ pronouns, bu

Use the technique in giving practice in the use of pronouns in the as need is evidenced.

Be sure pupils understand where the substitution is to be made.

Example:

John gave Karen a book.
John gave____________a book. (her)

The teacher questioned Eric and me.
The teacher questioned______________. (us)

Let pupils complete the sentences when they are repeated.

Recognizing the Change Required in Regular Verbs When Expressing Past Time

Use objects.

Invite several pupils to show what they could do with objects disp
Ask: "What is Sharon doing? Mary? Bruce?"
Ask the three children to return to their seats.
Say: "The children are no longer using the objects.
Each activity is _over_ or _past._
Can anyone remember what each one did?"
Elicit sentences with the past tense.
Sharon _ironed._

TEACHING PROCEDURES

y sister fix dinner. (They)
ks beautiful. (It)
ichael wash the dishes. (They)
parkle. (They)
ike to dust. (We)

mportance of using either names or pronouns, but not both.

e in giving practice in the use of pronouns in the objective case
ienced.
nderstand where the substitution is to be made.

ren a book.
__________ a book. (her)

uestioned Eric and me.
uestioned______________. (us)

lete the sentences when they are repeated.

upils to show what they could do with objects displayed.
Sharon doing? Mary? Bruce?"
hildren to return to their seats.
dren are no longer using the objects.
vity is over or past.
e remember what each one did?"
with the past tense.
oned.

MATERIALS

Objects, as:
toy iron
rope
paint brush

SKILLS	TEACHING PROCEDURES
	Mary jumped. Bruce painted. Be sure to repeat sentences enunciating verb endings (d, t, ed naturally, if pupils failed to do so. Provide drill. Present pictures, one at a time. *Give sentences using past time, and ask pupils to repeat each Review expression of both present and past time by isolating sentences used in drill. Example: climb climbs climbed Select pictures which pupils can pantomime. Invite one child to carry out the pantomime without stopping to stop. Invite two or more to do the same. Ask a child to perform the same action, but to discontinue aft Ask two or more children to do this also. Have the class provide sentences needed to review present an Example: Sheila walks. Debra and Melvin walk. David walked. Elaine and Sylvia walked. Write the word walked, and have children identify the special Repeat with several other words. Allow pupils to change verbs to show the past time when only required to show the change.
Using Drill to Habituate Use of Past Time	Use pictures frequently to provide drill in using past time. Use the Language Master with pre-taped words and sentences for pictures to provide opportunity for individual practice in hearin

EACHING PROCEDURES

es enunciating verb endings (d, t, ed) clearly but
to do so.

time.
time, and ask pupils to repeat each sentence.
present and past time by isolating verbs from

limbs climbed
ls can pantomime.
ut the pantomime without stopping until he is asked

he same.
e same action, but to discontinue after a few seconds.
to do this also.
ntences needed to review present and past time.

vin walk.

via walked.
nd have children identify the special ending added.
words.
rbs to show the past time when only ed or d is
nge.
rovide drill in using past time.

th pre-taped words and sentences for given
nity for individual practice in hearing and speaking.

MATERIALS

Pictures illustrative of
regular verbs, as:

play
climb
repair
clean
deliver
open
smile
move

work
walk
push
fix
jump
type
ship
erase

sort
heat
toot
paint
plead
pant
bat
parade

Language Master
Language Master tapes with
pictures and pre-taped
words and sentences

SKILLS	TEACHING PROCEDURES
Substituting Pronouns and Changing Verb Endings Accordingly	Make a chart with pictures suggestive of specific action words, individual pictures to project on an opaque projector. Provide a key sentence for each picture, and ask pupils to repe Example: I come to school everyday. I do my work everyday. I take a bath everyday. I see something pretty everyday. I make my bed everyday. I bring my pencil to school everyday. I run outdoors everyday. I give a service to someone everyday. Use the same pictures and sentences, but substitute he or she. *Allow pupils as a group and individually to repeat sentences un become attuned to the change which takes place in the third p Have pupils provide two sentences which reveal the change nec changing from I to he or she.
Using the Past Tense of Irregular Verbs	Substitute the past tense of the irregular verbs suggested by th pupils need help. Example: I came to school yesterday. Have pupils point to pictures and recall both the present and p verbs used in the key sentences.
Using the Past Participle of Irregular Verbs	Introduce sentences, as: I have come to this school for two years. I have done my work carefully.

TEACHING PROCEDURES	MATERIALS
pictures suggestive of specific action words, or mount es to project on an opaque projector. tence for each picture, and ask pupils to repeat.	Chart with pictures to illustrate the following irregular verbs: come make do bring take run see give
ol everyday. veryday. eryday. pretty everyday. everyday. cil to school everyday. everyday. e to someone everyday.	
ures and sentences, but substitute he or she. group and individually to repeat sentences until their ears to the change which takes place in the third person singular. de two sentences which reveal the change necessitated when to he or she.	
t tense of the irregular verbs suggested by the chart as . to school yesterday.	Chart indicated above
to pictures and recall both the present and past tenses of e key sentences.	
es, as: this school for two years. y work carefully.	Chart above

SKILLS	TEACHING PROCEDURES
	I have taken many baths. I have seen many pretty things. Provide quick drill regularly with both the past tense and the pr tense. Substitute he has, she has, and it has, and provide additional pra present perfect tense. *Distribute cards; some blank, some with have, some with has. Instruct pupils to use cards to assist them in formulating senter given verb either in its past or present perfect tense. Example: Verb - do a blank card - I did my work. have - We have done our work carefully. has - He has done his work carefully.

TEACHING PROCEDURES	MATERIALS
ths. tty things. ilarly with both the past tense and the present perfect as, and it has, and provide additional practice with the blank, some with have, some with has. irds to assist them in formulating sentences using a s past or present perfect tense. my work. ive done our work carefully. is done his work carefully.	Cards: some blank some with the word have, some with the word has

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SKILLS	TEACHING PROCEDURES
Building Standards	Use pictures and discussion. Display several pictures which focus upon one current s relevant in the lives of the children. Allow opportunity for picture study and interpretation. Encourage free exchange of pupils' reactions to the pict Accept open expressions of ideas even though they may teacher. Ask open-ended questions, such as: Why_______? How_______ ? What do you think_______? How do you feel about_______? Guide pupils to: identify the main idea of the pictures. state the depicted problems and their relevance to th children. organize the reactions of the class to recognize diffe Help pupils to verbalize clearly their reactions and opin Suggest that pupils write their strongest views as felt a discussion. Give guidance to help writers organize their thoughts wi What do you think and feel about the question? Why What would you do in a like situation?

TEACHING PROCEDURES

ssion.

tures which focus upon one current social situation or problem
es of the children.
r picture study and interpretation.
hange of pupils' reactions to the pictures.
sions of ideas even though they may conflict with yours, the

stions, such as:

k ________?
about ________?

idea of the pictures.
d problems and their relevance to the daily experiences of the

ctions of the class to recognize differences of opinion.

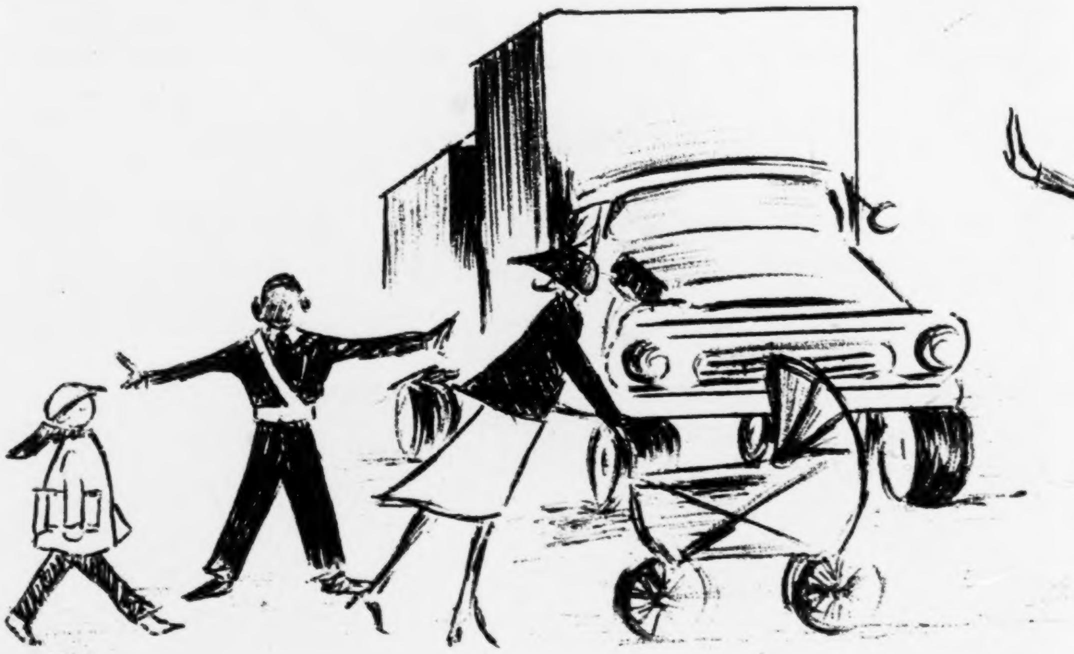
alize clearly their reactions and opinions about the topic.
write their strongest views as felt and stated during the

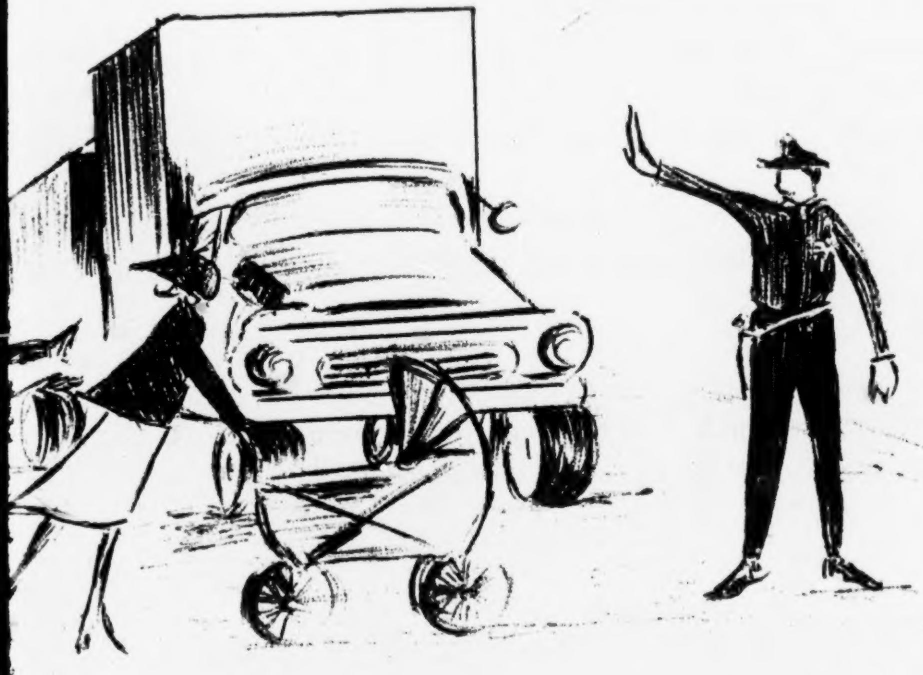
lp writers organize their thoughts with questions, such as:
k and feel about the question? Why?
do in a like situation?

MATERIALS

Suggested pictured topics:
- Rights and Responsibilities
- Living in the City
- Our School and Community
- More Services Wanted
- What Do You Hope to Become?
- Skilled Jobs, Non-skilled Jobs
- Problems of Family Living in an Urban Community (wants, needs, changes)
- Recreational and Cultural Opportunities
- Human Values

Urban Education Series:
New York: John Day Co., 1965

SKILLS	TEACHING PROCEDI'RES
	Stress the importance of recording their ideas instead of bein about spelling. Reassure pupils that they will have a later opportunity to solv of spelling and the mechanics of writing. Provide writing materials. Allow ten minutes for writing. Permit papers to be read to the class by the writers. Encourage pupils to react to the ideas of others. Collect and save papers for the next lesson. 

TEACHING PROCEDURES	MATERIALS
e of recording their ideas instead of being overly concerned they will have a later opportunity to solve their problems mechanics of writing. erials. r writing. read to the class by the writers. react to the ideas of others. ers for the next lesson. 	Lined #3 paper Pencils

SKILLS	TEACHING PROCEDURES
Setting Standards	Written Work • Lined #1 Paper
Using Standard Forms for Heading Papers	• Lined #2 and #3 Paper and Examination Paper

Name

Date (when used)

1.

2.

3.

Name (First and Last

Subject or T

1.

2.

On lined #2 paper, leave eq
On lined #3 paper and exam
wider margin on the left-h

TEACHING PROCEDURES	MATERIALS
Name Date (when used) 1. 2. 3. Name (First and Last) Date Subject or Title 1. 2. On lined #2 paper, leave equal margins. On lined #3 paper and examination paper, leave a wider margin on the left-hand side.	

SKILLS	TEACHING PROCEDURES
	Suggestions: Children in the primary grades fold, rather than rule, unline Intermediate pupils may use either method. Paper may be folded instead of ruled. Folded, or lined, newsprint and #1 paper may be used for ma writing in grade one. Lined #2 paper may be used for all manuscript writing in gra Lined #3 paper may be used for cursive writing in grade thre
Improving the Mechanics of Written Expression	Use the pupils' papers from the previous lesson. Give each child his own paper. State the purpose of the lesson. Say: "First, we wrote our ideas as quickly as possible. We und and read our own papers to the class. Now, we are ready correct our writings so that we may make a class booklet with another class." Ask pupils to recall their learnings concerning capitalization, pu sentence structure.
Reviewing Capitalization, Punctuation, and Sentence Structure	Guide pupils to clarify and state their knowledge in the form of r Record and refine their statements on the chalkboard or on a tra use on the overhead projector. Example: Reminders for Writers. 1. Begin each sentence with a capital letter. 2. Capitalize names of people, streets, and cities. 3. Place a period, question mark,or exclamation mark 4. Make sentences express a complete thought.

CHING PROCEDURES	MATERIALS
rades fold, rather than rule, unlined paper. use either method. ead of ruled. int and #1 paper may be used for manuscript sed for all manuscript writing in grades 2 and 3. sed for cursive writing in grade three.	
e previous lesson. er. son. ideas as quickly as possible. We understood pers to the class. Now, we are ready to so that we may make a class booklet to share earnings concerning capitalization, punctuations, and state their knowledge in the form of reminders. tements on the chalkboard or on a transparency for ctor. rs. tence with a capital letter. es of people, streets, and cities. , question mark, or exclamation mark as required. s express a complete thought.	Papers from the previous lesson Folders for each child Lined #3 paper Pencils Chart paper Felt pen Transparencies Overhead Projector

SKILLS	TEACHING PROCEDURES
	Have pupils reread reminders and cite concrete examples of each Record the examples beneath each rule. Example: 1. Begin each sentence with a capital letter. Washington, D.C. is the capital of our nation. Allow pupils to keep their writings in a folder. Invite them to use the next language period or their spare time to p and correct their writings, using the reminder chart as a guide. Establish and maintain standards for proofreading and editing pape used for displays, exhibits, news articles, classroom booklets, an Follow the initial lessons which reviewed standards for writi sessions in order to refine sentence structure and improve Use of the opaque projector to share the process of refinem interest in these activities.
Developing Descriptive Vocabulary	Use pictures to develop with children creative descriptive ph to the suggested topics. Example: Family Living in the Urban Community gleaming new refrigerator alleys littered with trash fresh, new homes fire escapes casting shadows on the sidewalk streets teeming with people heat waves quivering up from steaming sidewalks dark shadowy hallways tired old houses with crowded rooms bright airy rooms.

TEACHING PROCEDURES

MATERIALS

reminders and cite concrete examples of each one.
es beneath each rule.

entence with a capital letter.
, D.C. is the capital of our nation.
p their writings in a folder.
the next language period or their spare time to proofread
writings, using the reminder chart as a guide.
tain standards for proofreading and editing papers that are to be
, exhibits, news articles, classroom booklets, and newspaper.
itial lessons which reviewed standards for writing with more
order to refine sentence structure and improve vocabulary.
paque projector to share the process of refinement stimulates
these activities.

to develop with children creative descriptive phrases related
ested topics.

Living in the Urban Community
ing new refrigerator
littered with trash
new homes
scapes casting shadows on the sidewalk .
s teeming with people
aves quivering up from steaming sidewalks
hadowy hallways
ld houses with crowded rooms
airy rooms.

SKILLS	TEACHING PROCEDURES
	Provide opportunities for children to share their writings: with another child in class booklets in a school newspaper in a class newspaper on transparencies with other classes in contests in bulletin board displays
Building Vivid Vocabulary	Use pictures and filmstrip. Display one picture of each of the special days. Columbus Day Valentine Day Independence Day Halloween *Have pupils associate the pictures with the names and dat the year. Use questions and discussion to guide pupils in forming th each year is a cycle which is punctuated or highlighted b historical memories which are outgrowths of American e and are a part of our American heritage. Ask pupils to try to recall the sounds, sights, moods, and t associate with one of the special days, such as Hallowee Record their responses on the chalkboard.

TEACHING PROCEDURES	MATERIALS
nities for children to share their writings: child klets ewspaper wspaper ncies asses oard displays	
ilmstrip. ture of each of the special days. ay ay e Day	**Pictures:** Columbus Day Valentine Day Independence Day Halloween others
sociate the pictures with the names and dates of special days of and discussion to guide pupils in forming the generalization that a cycle which is punctuated or highlighted by religious and mories which are outgrowths of American events and customs rt of our American heritage. ry to recall the sounds, sights, moods, and tastes which they h one of the special days, such as Halloween or Independence Day. esponses on the chalkboard.	Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D.C.: 1964. **Filmstrip:** 2039 Stories for Special Days Projector Screen Writing materials

Halloween Sights

- gay costumes
- hilarious tots
- groups of happy children
- games
- bags of treats
- parties
- U.N.I.C.E.F. collectors
- lighted houses
- children ambling on the streets
- after dark walks
- candy, apples, favors

Sounds

- laughter
- many voices
- fast chatter
- party horns blowing noisily
- footsteps approaching
- doorbells ringing
- exchanges of conversation
- squeals and giggles
- disguised voices

Moods

- gay
- merry
- hilarious
- excited
- mysterious
- eerie
- delightful
- surprising
- strange
- unsure

Tastes

- sweet
- spicy
- fruity
- tart
- sour
- salty
- delicious
- sticky
- cold
- chewy

TEACHING PROCEDURES	MATERIALS
Sounds laughter many voices hildren fast chatter party horns blowing noisily footsteps approaching ectors doorbells ringing exchanges of conversation on the squeals and giggles disguised voices vors Tastes sweet spicy fruity tart sour salty delicious sticky cold chewy	

July 4th

Sights

- beautiful splashes of color in a black sky.
- exploding lights
- dark skies suddenly lighted with feathery showers of lights.
  - showers of brilliance
  - bursts of lighted design
  - sprays of light
  - flaring lights
- picnicking families at parks and beaches.
- patriotic parades
- gay play clothes
- American flags
- stars and strips
- outdoor games
- delicious foods
- upturned faces
- wide-eyed wonder
- brilliant, splashy colors
- crowds of people
- rollicking children

Sounds

- loud and muffled hisses
- sudden booms
- cannon sounds
- squeals of surprise
- exclamations of delight

- cries of fear
- peals of laughter
- splashing water
- sizzling outdoor grills
- cheering crowds

- marching feet
- military music
- The National Anthem

Moods

- excitement
- emotional

Tastes

- juicy
- spicy

TEACHING PROCEDURES

MATERIALS

es of color

enly lighted
showers of

rilliance
nted design
ht
s
ilies at parks

des
es
s
ps
s
s
s
nder
shy colors
ple
ldren

Sounds

loud and muffled hisses
sudden booms
cannon sounds
squeals of surprise
exclamations of delight

cries of fear
peals of laughter
splashing water
sizzling outdoor grills
cheering crowds

marching feet
military music
The National Anthem

Tastes

juicy
spicy

SKILLS	TEACHING PROCEDURES
	stirring patriotic happiness anxious waiting sadness regretful weariness lazy
	delicious sweet salty gritty sour cold refreshing bitter bubbly
	*Encourage pupils to build and record lists of this nature which are other special occasions, to use as references when they are writi Extend the lists to include many words which vary shades of meani identical meanings in a variety of ways.
	Use a sensory box containing pictures and objects which stimulate s impressions and responses. Present pictures and objects for children to feel, taste, hear, smell see. Send two or three pupils to the chalkboard to write captions for eac Have the captions capitalized and underlined. Divide the job of recording of words for the categories among the p secretaries.
Building Descriptive Vocabulary for Creative Writing	Example: Sight Sound Taste Feel Smell
	Present to each child a picture or an object for which he is to suppl descriptive words for at least two categories.

TEACHING PROCEDURES

delicious
sweet
salty
gritty
sour
cold
refreshing
bitter
bubbly

uild and record lists of this nature which are related to
ons, to use as references when they are writing.
lude many words which vary shades of meaning or express
ı a variety of ways.

ntaining pictures and objects which stimulate sensory
sponses.
objects for children to feel, taste, hear, smell, and

ils to the chalkboard to write captions for each category.
italized and underlined.
rding of words for the categories among the pupil

ınd Taste Feel Smell

a picture or an object for which he is to supply
or at least two categories.

MATERIALS

Sensory Box containing
any unharmful materials
which stimulate impressions
or responses of the five
senses.

Writing materials

SKILLS

TEACHING PROCEDURES

Have the class make individual lists of descriptive words
Instruct pupils to keep their lists for reference.

Suggested beginning list:

Sight	Sound	Taste	Feel
bright	swish	sour	scratchy
dull	knock	sweet	rough
shiny	bump	bitter	smooth
clear	cry	spicy	slippery
muddy	growl	hot	fuzzy
vivid	scream	juicy	thin
colorful	tingle	cold	thick
enormous	tap	bubbly	downy
gigantic	deafening	slippery	hot
miniature	whoop	rough	cold
distant	sigh	insipid	fluffy
horrible	murmur	tart	grained
pleasing	whine	unpleasant	ridged
beautiful	scream	metallic	comfortabl
dazzling	steady	rancid	uncomfortab
serene	piercing	tangy	guilty
exciting	rumble	bland	windy
disturbing	screech		
threatening	roar		

Selecting Vocabulary to Create a Mood

Select pictures which establish a mood.
Ask: "How does this picture make you feel? Why?
How does the person or character feel?
How can you tell?"
List significant words.

TEACHING PROCEDURES

individual lists of descriptive words for each category.
ep their lists for reference.

list:

ıd	Taste	Feel	Smell
sh	sour	scratchy	sweet
ek	sweet	rough	sour
p	bitter	smooth	fragrant
	spicy	slippery	spicy
vl	hot	fuzzy	clean
eam	juicy	thin	moldy
le	cold	thick	musty
	bubbly	downy	fresh
lening	slippery	hot	pleasant
op	rough	cold	burnt
ı	insipid	fluffy	unpleasant
rmur	tart	grained	pungent
ne	unpleasant	ridged	aromatic
eam	metallic	comfortable	
ıdy	rancid	uncomfortable	
rcing	tangy	guilty	putrid
nble	bland	windy	acrid
eech			delicious
r			inviting

ch establish a mood.
is picture make you feel? Why?
'person or character feel?
ell?"
ds.

MATERIALS

Picture or pictures which clearly elicit a specific emotional response

SKILLS

TEACHING PROCEDURES

Example:

like laughing
amused
gay

twinkling eyes
laughing eyes, face
silly clothing, expression
situation
comical
big, floppy hat and shoes
oversized pants
undersized coat
silly flower bobbing from hat

prankish
funny
amusing
merry
happy

Guide pupils in incorporating words from the list into interestin
Combine the best sentences into a short paragraph, as:

> Once there was a funny clown. He had twinkling eyes an
> laughing face. He wore a big, floppy hat and floppy shoes, ov
> pants, and an undersized coat. A silly flower bobbed from hi

*Provide opportunity for independent writing to establish a mooc
vocabulary lists have been built and much group practice has

Creating Colorful Word Pictures

Review verbs describing animal movement

Place before the class pictures which will stimulate imaginativ
use of verbs.
Suggest that pupils use their list of verbs for animal movements
describe movement indicated in the picture.
Stimulate discussion of choice of words.

TEACHING PROCEDURES	MATERIALS
prankish funny amusing merry happy ıce ːpression nd shoes ɔing from hat	
ɔrporating words from the list into interesting sentences. entences into a short paragraph, as:	
was a funny clown. He had twinkling eyes and a merry, Ie wore a big, floppy hat and floppy shoes, oversized dersized coat. A silly flower bobbed from his hat.	
y for independent writing to establish a mood after adequate have been built and much group practice has been given.	
ribing animal movemen	Verb chart with words that tell how animals move
ıass pictures which will stimulate imaginative and creative	**Pictures**: cars in heavy traffic on snowy evening
use their list of verbs for animal movements to help ent indicated in the picture. on of choice of words.	large van moving slowly

SKILLS	TEACHING PROCEDURES
	Display the same pictures. Say: "Let's create sentences with colorful word pictures by usin animal movements in our sentences about these pictures." Record class contributions until pupils seem ready to write indep Samples of Sentences Which Could Result That evening cars inched along the snowy streets. Moving vans lumbered down the dark road. The theater line inched along. The soap slithered out of her hand. Snowflakes flitted to the ground. The little girls bounced up and down. Airplanes soared across the sky. Suddenly a jet charged out of nowhere.
Organizing Ideas for Writing	Use three provocative pictures of interesting situations or activities Display the pictures singly to permit the class to determine an ap title for each picture. Example: A picture of a dog splashing his bath water all over his outrag may evoke from the class titles as: The Wet Surprise The Bath Turn About is Fair Play Record the suggested titles on the chalkboard or permit pupils to own titles. Invite the children to read their titles and offer short interpretati explanations of their meaning.

EACHING PROCEDURES

s.
nces with colorful word pictures by using our verbs for
s in our sentences about these pictures."
ns until pupils seem ready to write independently.

ich Could Result

hed along the snowy streets.
d down the dark road.
ed along.
t of her hand.
the ground.
ed up and down.
oss the sky.
d out of nowhere.

ures of interesting situations or activities.

gly to permit the class to determine an appropriate

plashing his bath water all over his outraged bather
e class titles as:
prise

is Fair Play
tles on the chalkboard or permit pupils to write their

ead their titles and offer short interpretations or
meaning.

MATERIALS

long theater line

soap slipping from hand

excited little girls

plane in flight

jet disappearing

Pictures:
which clearly depict interesting
situations and activities
or unusual and imaginative
settings.

Cards:
felt-backed
who
when
how
why
where
what

SKILLS	TEACHING PROCEDURES
	Lead pupils to understand that a story title should give an idea c of the story and should draw others to read the story.
Organizing Ideas for a Story	Use the same pictures as story starters. Place question cards (who, what, where) on a small flannel boa displayed pictures. Allow pupils to study the picture collection for the purpose of c around which to create an original story. *Direct pupils to select a picture and to create a short original s maximum length of eight sentences. Challenge the pupils to provide an exciting beginning (opening) t in order (sequence), to build up to a best part (climax), and pr ending (closing). Instruct pupils to be sure that their stories provide answers to questions of the six on the flannel board. Allow pupils to share their stories. Commend efforts, and give supportive guidance especially durin with the composition of creative stories. Reorganize plans for instruction, as needed, to reinforce or dev required for story writing. Emphasize the development of skills pertinent to the parts of a Composing titles (This may be the last step.) Creating an interesting opening Developing sequential events Building up to a climax Providing a satisfactory and quick surprise ending. Remind pupils to refer to their word lists for suggestions of viv expressions and impressions as they write. Use questions to help pupils identify themselves with given situa characterizations. Begin questions with phrases,such as:

TEACHING PROCEDURES	MATERIALS
rstand that a story title should give an idea of the contents	
ould draw others to read the story.	
res as story starters.	Writing materials for
s (who, what, where) on a small flannel board near the	pupils
.	
y the picture collection for the purpose of choosing one	Flannel board
eate an original story.	Pictures and felt-backed cards
ect a picture and to create a short original story with a	
f eight sentences.	
s to provide an exciting beginning (opening) to build events	
e), to build up to a best part (climax), and provide a quick	
e sure that their stories provide answers to at least four	
ix on the flannel board.	
re their stories.	
nd give supportive guidance especially during early struggles	
ion of creative stories.	
r instruction, as needed, to reinforce or develop skills	
writing.	
elopment of skills pertinent to the parts of a story, as follows:	
tles (This may be the last step.)	
nteresting opening	
equential events	
a climax	
atisfactory and quick surprise ending.	
efer to their word lists for suggestions of vivid, sparkling	
mpressions as they write.	
elp pupils identify themselves with given situations and	
.	
th phrases,such as:	

SKILLS	TEACHING PROCEDURES
	What would you do if_______? How would you feel if_______? Where would you go if_______? Whom would you see if________? What would you hear if________ ?
	Encourage children to begin to write short paragraph repo Supply the chart guide for paragraph reports, and story wr may use for self-direction.
Using But to Introduce a Change of Thought Using a Comma to Point to a Change of Thought	Use direct experiences. Select pairs and later small groups of children with obviou size, height, or color of clothing. Ask the class to tell how the children are different. Set a sentence pattern using the word but to point up the di Example: Mary is tall, but Jane is short. Use objects in a similar manner. Distribute pictures of people, places, things, or everyday a provide opportunities for making contrasts and for utilizi the word but to establish differences. Ask each child to formulate one good sentence about his pi Introduce use of the comma to further point up change of th Provide opportunity for pupils to write a sentence patterne orally. Provide an additional sheet of paper on which teacher can w which might present spelling difficulties.

EACHING PROCEDURES	MATERIALS
if _______? l if _______? go if _______? ee if ________? ar if ________ ?	
egin to write short paragraph reports, and original stories. r paragraph reports, and story writing which pupils tion.	
mall groups of children with obvious differences in of clothing. w the children are different. sing the word but to point up the difference. ll, but Jane is short. r manner. eople, places, things, or everyday activities which for making contrasts and for utilizing sentences with ish differences. ulate one good sentence about his picture. mma to further point up change of thought. pupils to write a sentence patterned after those given	Suggested pictures: children of different sizes ages countries children with different clothing children involved in various activities, seasonal, recreational work. objects of different textures, sizes,color homes representing different styles and periods. tools used for different purposes by different people money of different denominations.
heet of paper on which teacher can write any words pelling difficulties.	Writing materials for pupils

SKILLS	TEACHING PROCEDURES
Improving Sentence Structure	Show a picture. Review the who, what, where,and when. Ask pupils to suggest words which tell who is in the picture. Guide pupils in selecting the word which best describes the r pictured. Write the word on the chalkboard. Follow a similar technique to determine: what the person or persons did where they were when they did what they did. *Ask pupils to combine these elements into one interesting se Crowds watched the parade on Pennsylvania Ave. on who did what where Provide numerous experiences of this kind helping pupils fin which will aid them in forming reasonable place and time p Show an interesting picture. Ask pupils to think of four different elements - who, what the to help them tell about the picture. Provide pencil, paper, and an extra sheet for the teacher's us Ask pupils to write one sentence which includes the four part Instruct pupils to raise hands should they need help with spel Use the extra piece of paper to provide needed assistance. Permit children to read their sentences in order to discover or persons created the most interesting and accurate sente Present a picture. Ask a child to give the who for the picture. Give that child a card with the word who.

TEACHING PROCEDURES

hat, where, and when.
gest words which tell who is in the picture.
lecting the word which best describes the role of the person

the chalkboard.
technique to determine:
n or persons did
re
vhat they did.
bine these elements into one interesting sentence, such as-
hed the parade   on Pennsylvania Ave.   on Inauguration Day.
did what   where   when

s experiences of this kind helping pupils find visual clues
hem in forming reasonable place and time phrases.

ng picture.
k of four different elements - who, what they did, where, when-
l about the picture.
aper, and an extra sheet for the teacher's use.
te one sentence which includes the four parts.
raise hands should they need help with spelling.
ce of paper to provide needed assistance.
to read their sentences in order to discover which person
ted the most interesting and accurate sentence.

e the who for the picture.
card with the word who.

MATERIALS

Pictures which can be used to establish who, what happened, where, or when

SKILLS	TEACHING PROCEDURES
	Continue in the same manner presenting cards for what, whe Ask pupils with cards to come to the front of the room, exhib and form a sentence in which each provides his portion onl Provide an opportunity for pupils to experiment with the cha parts of the sentence by asking pupils to switch positions, a sentence accordingly. Let pupils determine which re-wording is acceptable and whi sense. Ask pupils to write a sentence about the picture showing two might begin the sentence. Example: The guide took many tourists through the Capitol last s Last spring the guide took many tourists through the Suggest that pupils change the order of sentences sometimes stories or paragraphs in order to make their writing more
Building Story Writing Skill	Provide daily writing experiences of this type, then ask pupil sentences that tell something exciting or surprising that ha two sentences which could end a story.
Preparing to Gather Data for Written Reports (Small group guidance)	Use filmstrips. Invite a pupil to read the title of one filmstrip. Ask pupils to suggest the possible contents in the light of the Plan purposes for viewing. Suggested purposes: To gather information for written reports. To take specific notes as references for written report To organize contents in outline form.

TEACHING PROCEDURES

MATERIALS

he manner presenting cards for what, where, when.
rds to come to the front of the room, exhibit their cards,
nce in which each provides his portion only.
nity for pupils to experiment with the change in order of
nce by asking pupils to switch positions, and revise the
ngly.
ne which re-wording is acceptable and which does not make

a sentence about the picture showing two ways in which they
entence.

ok many tourists through the Capitol last spring.
the guide took many tourists through the Capitol.
change the order of sentences sometimes when writing
raphs in order to make their writing more interesting.

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nformation for written reports.
cific notes as references for written reports.
contents in outline form.

Public Schools of the District of Columbia. Catalogue of Audio-Visual Materials. Washington, D.C.: 1964.

See filmstrips listed on next page.

SKILLS

TEACHING PROCEDURES

Record pupil's ideas of content in outline form.
Allow pupils to suggest the construction of outline form.
Examples:

Possible Contents of Filmstrips

I. Abraham Lincoln: Lincoln's Birthday or Young Mr. Lin
   - A. Birthplace and birthdate
   - B. Childhood
   - C. Education
   - D. Physical description
   - E. Outstanding traits and achievements
   - F. Death (circumstances of, date)

II. Valentine's Day: The Story of Valentine's Day
   - A. Beginning (origin)
   - B. Purpose and meaning
   - C. Customs

III. George Washington: Our First President or Washington'
   - A. Birthplace and birthdate
   - B. Childhood
   - C. Education
   - D. Home life
   - E. Outstanding personality traits and achievements
   - F. Physical description
   - G. Death, date

Divide the class into three (3) groups based upon interest in th main topics of the outline.
Allow groups to copy the main topic and sub-topics of their gro be used as guides for taking notes during the filmstrip.

TEACHING PROCEDURES

; ideas of content in outline form.
) suggest the construction of outline form.

ontents of Filmstrips

m Lincoln: Lincoln's Birthday or Young Mr. Lincoln
thplace and birthdate
ldhood
ication
ysical description
tstanding traits and achievements
ith (circumstances of, date)

ine's Day: The Story of Valentine's Day
ginning (origin)
rpose and meaning
stoms

Washington: Our First President or Washington's Birthday
rthplace and birthdate
ildhood
ucation
me life
tstanding personality traits and achievements
ysical description
ath, date

iss into three (3) groups based upon interest in the three (3)
of the outline.
to copy the main topic and sub-topics of their group interest to
guides for taking notes during the filmstrip.

MATERIALS

Projector
Screen
Writing materials

Filmstrips
521-J- Lincoln's Birthday

1093-C- Young Mr. Lincoln

2257-A- The Story of Valentine's Day

1268-A- Our Holidays and What They Mean "Washington's Birthday"

1267- Our First President

Chart paper

SKILLS	TEACHING PROCEDURES
Using Key Words in Taking Notes	Recheck pupils' comprehension of their assignments. Instruct the class to record pertinent key words and phrase make notes. Show one filmstrip for one group. Gather and record the groups' findings on it immediately fo Clarify and record gathered information on chart paper. Make a record also of topics or questions which require fu Refer to this record immediately prior to the second viewin *Encourage pupils to use their initiative and gather addition their topics by doing research in public libraries, classro other available sources. Proceed similarly with each group.
	Use the outline from the prior lesson.
Preparing a Writing Plan for Written Reports	Share with pupils the value of a procedure for making a wri Limit the topic of reports to small areas within one sub-top Guide pupils in drawing their main ideas and smaller ideas filmstrip and reading notes. Example: Sub-topic B under I B. Childhood 1. Abraham Lincoln learned many things during a. Many things interested him. b. He watched carefully and asked many ques c. Conversations and discussions with people 2. Abraham Lincoln loved the wilderness. a. The wild animals became his friends. b. His playground was the exciting forest.

TEACHING PROCEDURES	MATERIALS
mprehension of their assignments.	Felt pen
to record pertinent key words and phrases as they listen and	
for one group.	
the groups' findings on it immediately following viewing.	
gathered information on chart paper.	
so of topics or questions which require further clarification.	
rd immediately prior to the second viewing of the filmstrip.	
to use their initiative and gather additional information on	
oing research in public libraries, classroom references, and	
ources.	
with each group.	
the prior lesson.	Outline from the prior lesson
the value of a procedure for making a writing plan for reports.	
reports to small areas within one sub-topic.	Chart paper
rawing their main ideas and smaller ideas from their	Felt pen
eading notes.	Writing materials
under I	
ood	
raham Lincoln learned many things during his childhood.	
Many things interested him.	
He watched carefully and asked many questions.	
Conversations and discussions with people delighted him.	
raham Lincoln loved the wilderness.	
The wild animals became his friends.	
His playground was the exciting forest.	

SKILLS	TEACHING PROCEDURES
Proofreading the Writing Plan	Record this writing plan on chart paper as a guide. Discuss the form and content of the plan reminding pupils to first word of each idea and to indent smaller ideas under th Correlate the writing plan with earlier studies of the outline pupils to make comparisons between the two forms. Have pupils proofread the plan and identify the two main idea Provide writing materials with which pupils may prepare ind plans for use at their next session. Ask pupils to create a title for their plan which could becom written reports.
Writing Reports in Paragraph Form (Using the Writing Plan as a Guide)	Use writing plans prepared by pupils in the previous lesson. Work with small groups and have pupils read their plans for suggestions by members of their group. Give encouragement and concrete suggestions, as required. Begin class instruction of the procedure of writing a report writing plan. Explain clearly that each main idea will become the topic se Ask pupils to recall the placements of the first word of the t a paragraph. Display the chart of the writing plan from the previous lesso Request identification of the first main idea on the chart. Invite a child to transfer that idea to the chalkboard with the and indentation as required for the topic sentence of a paragr Remind pupils to proofread the results. Explain that the smaller ideas under the main idea on the pla follow immediately after the period at the end of the topic s

TEACHING PROCEDURES	MATERIALS
plan on chart paper as a guide. ıd content of the plan reminding pupils to capitalize the idea and to indent smaller ideas under the two main ideas. ıg plan with earlier studies of the outline by permitting mparisons between the two forms. ad the plan and identify the two main ideas and smaller ideas. terials with which pupils may prepare individual writing ıeir next session. a title for their plan which could become the title of their	
ɔared by pupils in the previous lesson.	Chart of the writing plan from the previous lesson.
oups and have pupils read their plans for evaluation and embers of their group. ıt and concrete suggestions, as required. tion of the procedure of writing a report based upon a t each main idea will become the topic sentence of a paragraph. l the placements of the first word of the topic sentence of f the writing plan from the previous lesson. ion of the first main idea on the chart. nsfer that idea to the chalkboard with the correct placement required for the topic sentence of a paragraph. roofread the results. naller ideas under the main idea on the planning chart will ly after the period at the end of the topic sentence.	

SKILLS	TEACHING PROCEDURES
Identifying and Punctuating the Inside Address of the Business Letter	Use the overhead projector and transparency. Review the business letter form used in Level II, in this H Introduce the inside address to the class. Explain that the inside address is the address of the one t is sent and is a part of a business letter.
Building Paragraph Form and Content	Emphasize and reteach this paragraph form to over writing habit of beginning each sentence on a new l Refer pupils to their texts to demonstrate paragraph Let pupils accurately place smaller ideas on the board as first paragraph of the written report. Continue this procedure for the second main idea and sma Praise class efforts as the entire report is proofread, and Example: Abraham Lincoln learned many things. M interested him. He watched carefully and aske questions. Conversations and discussions with delighted him. Abraham Lincoln loved the wilderness. T animals became his friends. His playground w exciting forest. Reinforce written standards which require adequate left an correctly written titles, and a line skipped between title a Provide maximum display and sharing of completed report

TEACHING PROCEDURES

ector and transparency.

s letter form used in Level II, in this Handbook.
e address to the class.
side address is the address of the one to whom the letter
art of a business letter.

nd reteach this paragraph form to overcome pupils' early
it of beginning each sentence on a new line.
to their texts to demonstrate paragraph form.

ely place smaller ideas on the board as a continuation of the
f the written report.
edure for the second main idea and smaller ideas under it.
ts as the entire report is proofread, and revised.

braham Lincoln learned many things. Many things
ted him. He watched carefully and asked many
ns. Conversations and discussions with people
ed him.
braham Lincoln loved the wilderness. The wild
s became his friends. His playground was the
g forest.

standards which require adequate left and right margins,
n titles, and a line skipped between title and report.
n display and sharing of completed reports.

MATERIALS

Overhead projector
Transparency of a business
letter with the inside
address omitted

China marker

SKILLS	TEACHING PROCEDURES
Writing Paragraphs	Use flannel-backed pictures and a transparency. Place pictures suggestive of ideas to be included in the paragrap flannel board. Provide pupils with a pattern to follow by creating sentences aro picture. Example: My name is John Brown. I am eight years old. I attend John F. Cook School. My teacher is Mrs. Jones. I enjoy writing stories. Permit a number of pupils to formulate orally similar sentences using the pictures as a guide to organization. It may be advisable to break the lesson at this point, then t the above briefly just before continuing. Review the shape of the paragraph form, and of capitalization an necessary to show a sentence. Place a lined transparency on the overhead projector. Review John Brown's first sentence. Write it on the transparency indenting properly and calling parti to the placement of the first word. Permit pupils to indicate the need for capital letters in the pers Continue writing the paragraph calling attention to the proper pl sentences, capitalization, and punctuation. Allow pupils to assist in pointing these up.

EACHING PROCEDURES	MATERIALS
s and a transparency. ve of ideas to be included in the paragraph on the ttern to follow by creating sentences around each own. k School. Jones. es. ils to formulate orally similar sentences about themselves guide to organization. le to break the lesson at this point, then to review just before continuing.	Flannel board Flannel-backed pictures of related ideas, as: child numeral to indicate age school building teacher book, pencil, number fact, or child's painting
paragraph form, and of capitalization and marks entence. ncy on the overhead projector. rst sentence. ency indenting properly and calling particular attention e first word. te the need for capital letters in the person's name. ragraph calling attention to the proper placement of ion, and punctuation. n pointing these up.	Overhead projector Lined transparency with margins Grease pencil Pencils and pencil paper (8 x 8 1/4) Manila art paper (12 x 18) Crayons Paste

SKILLS	TEACHING PROCEDURES
Letter Writing	Draw marginal lines on the chalkboard to represent a sheet o Place a large rectangle in the upper right-hand corner to de correct placement of the address of the writer. Place another rectangle two spaces below the first rectangle left-hand margin. Direct pupils' attention to the upper box and tell them it is th as the writers of the letter, will write their own school add Point to the lower box and designate it as the correct place f which is the address of the person to whom the letter is bei Place a transparency of a business letter with the inside add stage of the overhead projector. Demonstrate on the projected transparency the procedure an the inside address, using an address of a person or agency pupils' immediate needs and areas of study. Explain that the inside address will be the same information on the envelope for the mailing address.
Identifying the Components of the Inside Address	Have pupils identify and read the following: the name of the person to whom the letter is written (the a the address title, if any the name of the agency with which the addressee is associa the number and street the city and state-zone number Record this information on chart paper. Teach pupils the correct capitalizations required.
Reviewing Capitalizations and Punctuation of the Inside Address	Discuss correct usage of punctuation as it is placed on the tra Invite pupils to write information required for the inside addr provided on the chalkboard. Fasten pupils' learnings concerning punctuation and capitaliza lessons through the use of a chart form of a business letter fastened to it in places which require capital letters and var

TEACHING PROCEDURES	MATERIALS
lines on the chalkboard to represent a sheet of paper.	
ectangle in the upper right-hand corner to demonstrate the	Business letter form
ment of the address of the writer.	
rectangle two spaces below the first rectangle and drawn at the	
rgin.	
attention to the upper box and tell them it is the place where they,	
s of the letter, will write their own school address.	
wer box and designate it as the correct place for the inside address,	
address of the person to whom the letter is being written.	
arency of a business letter with the inside address omitted on the	
overhead projector.	
n the projected transparency the procedure and form for writing	
dress, using an address of a person or agency closely related to	
ediate needs and areas of study.	
e inside address will be the same information they will place	
pe for the mailing address.	
entify and read the following:	
the person to whom the letter is written (the addressee)	
title, if any	
the agency with which the addressee is associated	Chart paper Felt pen
and street	
state-zone number	
formation on chart paper.	
he correct capitalizations required.	
ct usage of punctuation as it is placed on the transparency.	
o write information required for the inside address in the place	
the chalkboard.	
learnings concerning punctuation and capitalizations in subsequent	Chart of an elliptical business letter, pieces of felt glued to points requiring capitalizations and punctuation.
ugh the use of a chart form of a business letter with pieces of felt	
t in places which require capital letters and various punctuation marks.	

SKILLS	TEACHING PROCEDURES
	Plan group and individual use of the chart for purposes of clarificatio reinforcement of this study.
Building Vocabulary Related to News Coverage	Use newspaper portions. Show and record listings which might be found in the index of a loca National and International City Life Classified Comics Editorials Events Sports T.V. - Radio. Say: "Everyone in my family likes to read the paper. Since we can't all see it at once, we take different sections. Can anyone tell the kind of news that would be found in any on Allow pupils to discuss freely information which they already have. Ask questions, if necessary, to help pupils become more aware of w Provide additional guidance to help pupils understand the differenc that is national or international, and that which reflects city life b short sketches that would have interest value on different scales. Discuss briefly the most important aspects of the news. Say: "Think about the first report. Who would be most interested in it -- people in our city, peop the United States, or people anywhere in the world? Why?" Ask these questions about each. Make proper associations for local, national, and international new present these words to pupils. Point to the factual quality of the presentation. Bring in the word local as news about city life is discussed. Guide pupils in finding who, what, when, and where kinds of informa

TEACHING PROCEDURES	MATERIALS
ual use of the chart for purposes of clarification and study.	Felt letters and punctuation marks
ns. stings which might be found in the index of a local paper: ernational	Cards with classifications used in the index of a local paper
	News articles geared to local interest national interest international concern
my family likes to read the paper. 't all see it at once, we take different sections. ell the kind of news that would be found in any one section?" cuss freely information which they already have. ecessary, to help pupils become more aware of what they know. guidance to help pupils understand the difference in news international, and that which reflects city life by presenting at would have interest value on different scales. most important aspects of the news. the first report. e most interested in it -- people in our city, people in States, or people anywhere in the world? Why?" s about each. ciations for local, national, and international news, and rds to pupils. l quality of the presentation. local as news about city life is discussed. ding who, what, when, and where kinds of information.	

SKILLS	TEACHING PROCEDURES
Classifying News According to Levels of Interest	Place cards on the flannel board with the words local, nation Read headlines which clearly indicate the level of interest an associate the news with its proper levels of concern.
Identifying the Significance of the Headline	Ask: "Why do you think the headline is so important?" (makes you want to read more and suggests the impor If we had a class newspaper, do you think you could be
Identifying Distinguishing Features of Editorials and Cartoons	Present an editorialized version of a news item. Ask: "What makes this presentation different from a regula Present the word editor, and help pupils realize how this per own ideas, or opinions about the news. Guide pupils in finding instances of this. Show a related cartoon which pupils can understand. Point out the special skill which the cartoonist must exhibit.
Planning a Class Newspaper	Guide the children in creating a plan for a class newspaper. Help pupils determine the kinds of information which they wo paper, and which sections they would need. Possibilities: city life school news neighborhood, community, or city news editorials (same as above, but written from a special point of view) experience stories

ACHING PROCEDURES	MATERIALS
oard with the words local, national, international. ly indicate the level of interest and ask pupils to s proper levels of concern. headline is so important?" read more and suggests the importance of the article) spaper, do you think you could be a headline writer?"	Flannel board Flannel-backed cards with the words local, national, and international Cards with headlines from articles of local, national, and international interest
rsion of a news item. esentation different from a regular news story?" id help pupils realize how this person presents his out the news. ances of this. ch pupils can understand. which the cartoonist must exhibit.	
ing a plan for a class newspaper. kinds of information which they would include in their s they would need.	Chart paper Felt pen
school news neighborhood, community, or city news (same as above, but written from a special point of view) experience stories	

SKILLS	TEACHING PROCEDURES

editorials	letters to the editor cartoons book reviews original stories
events	coverage for special occasion original stories
classified	services which pupils need or can give lost and found

Discuss responsibilities and select pupils to fill the following po

reporters	interview gather information about personalities, school events write factual reports
editors	gather facts, provide some interpretation, or present opinions about happenings
cartoonists and artists	work with writers in order to illustrate or show a point of view.
headline writers	work with others in order to create "heads" that will make others want to read

TEACHING PROCEDURES

MATERIALS

letters to the editor
cartoons
book reviews
original stories

coverage for special occasion
original stories

services which pupils need
  or can give
lost and found

bilities and select pupils to fill the following positions.

interview
gather information about
  personalities, school events
write factual reports

gather facts, provide some
  interpretation, or present
  opinions about happenings

work with writers in order
  to illustrate or show a point
  of view.

ers

work with others in order to
  create "heads" that will make
  others want to read

SKILLS	TEACHING PROCEDURES
	Provide guidance so that pupils will select jobs which they supervision. Permit pupils to shift jobs as interests change.
Building Concepts about Advertising	Use pupils' experiences. Ask the children to recall a favorite television commercial Discuss: the characters what happened what was said. Ask: "Why do you think the commercial would make people After seeing it, who probably would be most intereste (Consider sex, age, finance, and personality factors.) Explain that people who write commercials work very hard that appeal, and to use words that make people want to bu Associate the word advertising with the ideas above.
Identifying Words that Sell Interpreting A Picture Used to Advertise	Project an advertisement from a magazine or newspaper, o (See next page.) Guide study and interpretation of the picture and caption. Ask: "What product is advertised? Would you want to buy it? Does the picture sell the product? How does the picture identify it? (i.e.,through actual presentation or through inference?) Does the caption make others want to read on? Why? Why not?" Write the kind of product on the chalkboard-camera. Read the fine print. Ask: "What ideas sell the product and make it different?" Ideas — Words Used In A It's faster. - - - - - - color prints right awa peel off 60 seconds lat just one minute later

TEACHING PROCEDURES

that pupils will select jobs which they can handle with

ift jobs as interests change.

es.

recall a favorite television commercial.
acters
ppened
s said.
think the commercial would make people want to buy?
it, who probably would be most interested in having the product?
x, age, finance, and personality factors.)
who write commercials work very hard to present situations
o use words that make people want to buy.
advertising with the ideas above.

sement from a magazine or newspaper, or use an original one.

terpretation of the picture and caption.
ct is advertised?
ant to buy it?
ture sell the product?
picture identify it? (i.e.,through actual
n or through inference?)
tion make others want to read on? Why? or

roduct on the chalkboard-camera.

sell the product and make it different?"

Words Used In Ad

er. - - - - - - color prints right away
peel off 60 seconds later
just one minute later

MATERIALS

Advertisement depicting pupil interests
(See picture on next page.)
Opaque projector
or
Transparency and overhead projector

SKILLS	TEACHING PROCEDURES
	It's easier. - - - - - - slip in film and shoot no fumbling automatic Some may not think it's expensive. - - - - - - less than $50 more camera per dollar List also words cited by pupils that have sensory appeal -- beautif finished color prints. Guide pupils in noticing how the picture, as well as words in the ad by identification. Bring out ideas, as: friends, fun, closeness, warmth.
Analyzing Critically to Identify Misleading Information or Omissions	Point up factors of cost, operation, needed accessories, or other sh which have not been clearly spelled out, or which have been caref Use questions like these: In order to operate the camera, what will you need other than camera itself? Have these been mentioned? How does the advertisement avoid calling attention to the tota producing what is shown in the picture? Help children recognize the merit of further investigation before ha acceptance.
Identifying and Finding Word Substitutes	Use the advertisement from the last lesson. Ask pupils to find words used in place of pictures — prints; snapsh Ask: "Why do you think the writer used all three words?" (makes material more readable) Invite pupils to think of other possible substitutes for pictures - ph images; likenesses.

HING PROCEDURES

– – slip in film and shoot
no fumbling
automatic

xpensive. – – – – – – –
less than $50
more camera per dollar

that have sensory appeal -- beautiful pictures;

e picture, as well as words in the ad, helps sell

un, closeness, warmth.

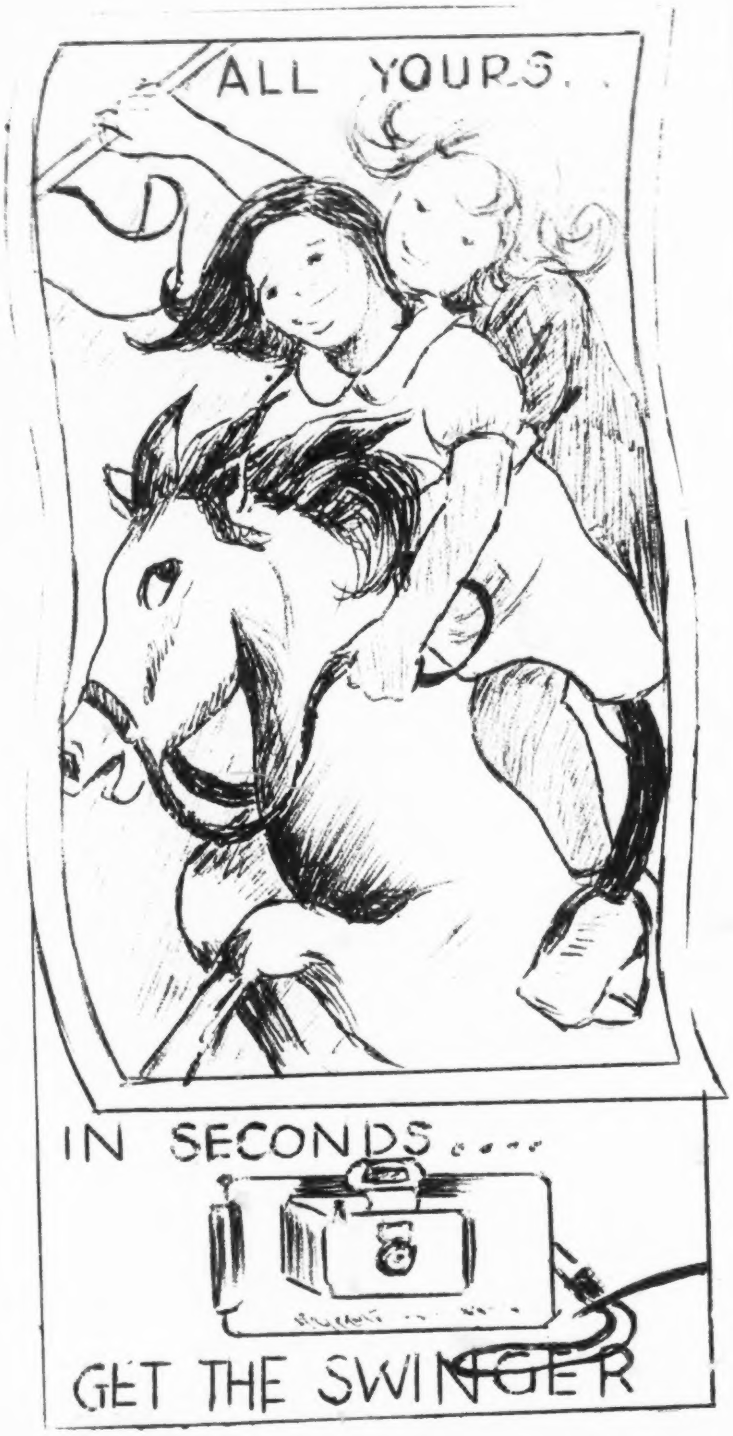
ation, needed accessories, or other shortcomings
spelled out, or which have been carefully omitted.

amera, what will you need other than the

ned?
ment avoid calling attention to the total cost of
vn in the picture?
erit of further investigation before hasty

he last lesson.
in place of pictures — prints; snapshots.
riter used all three words?"
readable)
possible substitutes for pictures - photographs;

MATERIALS



SKILLS	TEACHING PROCEDURES
Associating Products With Descriptives	Use a game. *Ask pupils to guess products from descriptions provid Use words appealing to the senses and figurative langu Cite reasons which make the product "a must." Examples: It's crispy crunchy tasty shaped like tiny doughnuts starts the day off right! (cereal) It has real meat in bit-sized beefy goodness and aro packed in every can! (dog food) It's cooling refreshment with new improved flavor, and comes in family-size bottles. (soda) You'll love their rich, chocolatety their crunchy, fresh out and smooth, creamy i (cream-filled coo Suggest that pupils listen to television for good descrip commercial writers.
Drawing Sensory Impressions From a Given Product	Use direct experiences. Place a tape recorder in an inconspicuous spot. Display a product, as hand lotion in a plastic container Invite a number of children to look at, squeeze, smell, spontaneously to their discoveries.

TEACHING PROCEDURES

products from descriptions provided by teacher.
to the senses and figurative language wherever possible.
make the product "a must."

doughnuts
ff right!

ment
roved
omes
bottles.

It has
real meat in bit-sized chunks--
beefy goodness and aroma
packed in every can!

(dog food)

You'll love
their rich, chocolatety flavor;
their crunchy, fresh outside;
and smooth, creamy inside.

(cream-filled cookies)

listen to television for good descriptive words used by
rs.

s.

der in an inconspicuous spot.
as hand lotion in a plastic container.
children to look at, squeeze, smell, pour, use, and to react
heir discoveries.

MATERIALS

Descriptions for the teacher to read

Product for pupil inspection and investigation
Tape and tape recorder

SKILLS	TEACHING PROCEDURES

If necessary, ask each child to make one discovery
(That one must not have been made previously.)

Ask the others in the class to add any sensory impressions (colo
feel, general appearance) which could be used in connection wit
Play back taped responses, and select comments useful in creati
ment for hand lotion.

Example of possible comments after editing-

The bottle is extra large.
It's plastic.
The blue-green color looks cool.
It's fun to squeeze.
The lotion oozes out.
Only a little comes out.
It smells good.
I like to feel it on my hands.
It makes my hands feel softer.
They (hands) feel as soft as silk and satin.
My hands feel smooth.
The lotion is cool.
I like the way my hands feel after I use it.
You only need a little bit.

Suggest that such testimony with a final identification of the prod
perhaps an urge for others to discover for themselves, could b
television commercial.
Remake the tape using comments selected and include a final stat
Provide opportunity for those interested to make illustrations to
Place these on a class-made TV screen, use the tape, and prese
commercial.

TEACHING PROCEDURES	MATERIALS
sk each child to make one discovery st not have been made previously.)	
class to add any sensory impressions (color, smell, size, rance) which could be used in connection with the product. onses, and select comments useful in creating an advertise- n.	
ble comments after editing-	
xtra large.	
n color looks cool. eeze. es out. omes out. . t on my hands. ands feel softer. eel as soft as silk and satin. smooth. ool. my hands feel after I use it. a little bit.	
stimony with a final identification of the product, and r others to discover for themselves, could be used as a cial.	Art materials for making illustrations for a commercial
ing comments selected and include a final statement. for those interested to make illustrations to fit each idea. ass-made TV screen, use the tape, and present a TV	Class-made TV screen

SKILLS	TEACHING PROCEDURES
	Give further practice in verbalizing sensory impressions of products on the chalkboard. *Ask children to suggest words or phrases describing each Encourage use of figures of speech. Jot down ideas presented, but record later on chart paper reference.
Contrasting Pictures for Television Commercials and Those Used in Written Ads	Replay pupils' hand lotion commercial, or show the comme transparency, or remind pupils of a real commercial for Show a written advertisement. Ask: "What advantage does television have in terms of pic Point out that illustrators of ads in newspapers and magazi one picture tell much about: who would use the product how they would use it why they might need it where and when the product would be useful. Ask pupils to select a product and create one picture which such as those listed about it. Evaluate with pupils their success in obtaining these ends.
Analyzing to Make Associations	Use a game. Create captions. Examples: Beauty is a clean look. (soap) Join the rolling boys. (bicycle) The refershing taste. (soda) It's good! (candy, cookies) Dash through laundry problems. (detergent) Do you wash dishes? (hand lotion) Ask class members to suggest the product or products that

EACHING PROCEDURES

verbalizing sensory impressions by listing a number
kboard.
words or phrases describing each item.
of speech.
, but record later on chart paper for further

n commercial, or show the commercial on a
nd pupils of a real commercial for TV.
ment.
does television have in terms of pictures?"
s of ads in newspapers and magazines usually must make
bout:
product
e it
ed it
e product would be useful.

roduct and create one picture which supplies ideas
out it.
ir success in obtaining these ends.

k. (soap)
. (bicycle)
. (soda)
cookies)
y problems. (detergent)
? (hand lotion)
suggest the product or products that would fit.

MATERIALS

Product suggestions:
- soap
- toothpaste
- cereal
- soda
- camera
- hand lotion
- candy bar
- cream-filled cookies
- bicycle

Chart paper and felt pen for teacher's use

Class-made TV screen
Pupil-made TV commercial including drawings and tape
Written advertisements
Opaque projector
Manila art paper
Crayons

SKILLS	TEACHING PROCEDURES
Creating a Newspaper Advertisement	Stimulate pupils to think of ways of calling attention to and c a product using as few words as possible. Review descriptions about hand lotion. Guide pupils in creating a written advertisement by helping t for whom it should be geared what picture idea should be presented what lead could attract readers what words and phrases would sell the product. Divide the class into two groups-illustrators; writers. Let the class select the best efforts. Combine and share results.
Illustrating Radio Commercials	*Stimulate those who are interested to draw pictures illustrat Allow time for sharing, and discuss the suitability of the dra personalities or ages of those likely to use the product.
Writing Class Ads	*Create interest in writing and illustrating advertisements to pupils in the class would like to provide, without cost. Place these on the bulletin board so that the services actuall
Investigating Source Materials	Ask pupils to suggest ways in which they can get information List suggestions, such as: first-hand investigation interviews or questioning pictures books, magazines, newspapers, posters film, strips radio television. Explain that there are many kinds of books some of which ar cover to cover, but they are used when facts on a certain su

TEACHING PROCEDURES	MATERIALS
hink of ways of calling attention to and creating interest in	
few words as possible.	
about hand lotion.	
ting a written advertisement by helping them decide:	Writing materials
ld be geared	
should be presented	Manila drawing paper and crayons
ttract readers	
phrases would sell the product.	
o two groups-illustrators; writers.	
the best efforts.	
results.	
o are interested to draw pictures illustrating radio commercials.	
ing, and discuss the suitability of the drawing for reflecting	
ges of those likely to use the product.	Drawing materials
writing and illustrating advertisements to sell services which	
would like to provide, without cost.	
bulletin board so that the services actually will be requested.	
st ways in which they can get information.	Sets of books for pupil exploration:
uch as:	dictionaries
tigation	encyclopedias
estioning	atlases
	annotated bibliographies
es, newspapers, posters	almanacs
	City maps
are many kinds of books some of which are seldom read from	Tape and tape recorder
ut they are used when facts on a certain subject are needed.	

SKILLS	TEACHING PROCEDURES

Divide the children into four groups to investigate some of these

Place a tape recorder in an unobtrusive position in order to tape

Invite groups, to join the teacher for guided exploration of sourc

Ask those not working with the teacher to investigate on their ow teacher can work with them.

Guide discovery of the dictionary (or a glossary) by permitting f following it with questions like these:

Who will tell us what a book such as this is called?
When would a person use a dictionary?
Does anyone see a word that you know?
How are words placed in a dictionary?
What kinds of words do you think you could find in the dicti
If you wanted to find the meaning of a word, what are some things you would have to be able to do?

Allow other groups to investigate other sources, as: encyclopedi city maps, annotated bibliographies, almanacs.

Follow the same procedure of questioning and taping pupil respon

Use questions like these:

Atlas and City map

How is information included in this book different from tha
What kinds of information could you discover through its us
How do you think you could find a place like Washington, D
What would you have to know to locate your school on the ci

Encyclopedia

Would you like to tell us about anything interesting that you in this book?
Do you think all words are included in the encyclopedia? (only nouns)
Why would you look in an encyclopedia for information rath dictionary?

EACHING PROCEDURES

MATERIALS

our groups to investigate some of these books.
an unobtrusive position in order to tape discussion(s).
teacher for guided exploration of sources.
h the teacher to investigate on their own until the
hem.
ctionary (or a glossary) by permitting free perusal and
ns like these:
at a book such as this is called?
on use a dictionary?
word that you know?
ced in a dictionary?
s do you think you could find in the dictionary?
d the meaning of a word, what are some of the
have to be able to do?
estigate other sources, as: encyclopedias, atlases and
bliographies, almanacs.
re of questioning and taping pupil responses.

included in this book different from that in other books?
rmation could you discover through its use?
ou could find a place like Washington, D.C? the U.S.?
ve to know to locate your school on the city map?

ell us about anything interesting that you have discovered

ords are included in the encyclopedia?

k in an encyclopedia for information rather than in a

SKILLS	TEACHING PROCEDURES
	Does an encyclopedia give more information or less than a dictio How is information arranged? Almanac Have you discovered anything which you would like to share? What are some of the different subjects for which facts are given How is much of the the information arranged? (in Tables) Why do you think placing information in Tables is valuable? Help children understand that when lists indicating how many or much are provided, such data is often called statistical informa (Don't worry about pupils using the words.) Annotated Bibliography What information is given about each book? Will you read one description of a book which you think you woul enjoy reading? Why would you still want to read the book itself? Why is it helpful to have some idea about a book before reading it? Exhibit one book used in each group. Play the tapes from all discussions so that the whole class may share findings. Permit pupils in each group to examine a different source. Distribute copies of questions used, and select pupil chairmen to guide investigations. Repeat the procedure until each group has had an opportunity to handle become acquainted with the different source materials being reviewe

TEACHING PROCEDURES	MATERIALS
yclopedia give more information or less than a dictionary? rmation arranged? iscovered anything which you would like to share? me of the different subjects for which facts are given? h of the the information arranged? (in Tables) think placing information in Tables is valuable? en understand that when lists indicating how many or how provided, such data is often called statistical information. rry about pupils using the words.) liography mation is given about each book? ad one description of a book which you think you would ding? you still want to read the book itself? lpful to have some idea about a book before reading used in each group. om all discussions so that the whole class may share each group to examine a different source. of questions used, and select pupil chairmen to guide similar dure until each group has had an opportunity to handle or nted with the different source materials being reviewed.	

SKILLS	TEACHING PROCEDURES
	Each chairman may be selected on the basis of his unders the teacher-guided period. The group for which he acts should be exploring the source to which the chairman ha exposure. Use source materials, as a class, when the need arises in orde frustrations resulting from independent research with inadequ
Recognizing the Need for Specific Sources of Information	Ask questions to check pupils' skill in determining sources whi useful. Example: What would I do? - - - if I didn't know the meaning of some words wanted to know more about reptiles wanted to find out the name of the thirty-third President wished to know the location of Viet Nam needed a brief description of places of interest in Washin required typewriter repair work were seeking information about good sales on clothing sought the exact location of the Smithsonian Institution wanted to know the best way to reach the neighborhood br were trying to find a special office in a big building. Lead pupils to the source which will be easiest, most practical, dependable. Help the class realize that often several sources may be availa Help children understand that some sources are more reliable Urge pupils to bring in real problems for class analyzation of r needed, or for pupil explanation of procedure followed.

TEACHING PROCEDURES

MATERIALS

irman may be selected on the basis of his understanding during
cher-guided period. The group for which he acts as chairman
be exploring the source to which the chairman has already had
re.

terials, as a class, when the need arises in order to avoid the
resulting from independent research with inadequate skills.

to check pupils' skill in determining sources which would prove

I do? - - - if I
now the meaning of some words
o know more about reptiles
o find out the name of the thirty-third President
o know the location of Viet Nam
brief description of places of interest in Washington, D.C.
d typewriter repair work
eking information about good sales on clothing
he exact location of the Smithsonian Institution
o know the best way to reach the neighborhood branch of the library
ying to find a special office in a big building.

the source which will be easiest, most practical, and

s realize that often several sources may be available.
understand that some sources are more reliable than others.
bring in real problems for class analyzation of referrals
or pupil explanation of procedure followed.

SKILLS	TEACHING PROCEDURES
	If a copy of the book listed is available, reading it with the ch prior to this lesson would serve as valuable motivation.
Building Concepts about Records and Registration	Use school forms. (records) Display familiar forms - health record, cumulative report, report certificate. Help pupils name each. Lead a discussion by asking questions, such as: What kind of information is found on each form? What do we call information that is written and kept? (record) Why is it important for the school to keep records? Help pupils understand the meaning of a good health record; citizen scholarship record. Guide each pupil in realizing the importance of doing his best in or best record. Ask: "Who else might have records about you?" Use pictures, if needed, to help elicit answers including informatio city official - birth certificate doctor - medical report dentist - record showing condition of teeth and gums (dental report) church clerk - membership records camp director - health record and identifying information Ask: "How do people get records about us?" Elicit answers, such as: parents give information children provide information adults add findings from tests or observations.

TEACHING PROCEDURES	MATERIALS
he book listed is available, reading it with the children	
s lesson would serve as valuable motivation.	
	Forms, such as:
ecords)	health record
	cumulative report
orms - health record, cumulative report, report card, birth	report card
	birth certificate
ach.	
by asking questions, such as:	Opaque projector, if available
ormation is found on each form?	
information that is written and kept? (record)	Pictures:
tant for the school to keep records?	baby
stand the meaning of a good health record; citizenship record;	doctor examining a patient
rd.	dentist at work in his office
realizing the importance of doing his best in order to have his	members at church
	children in camping situation
night have records about you?"	
eeded, to help elicit answers including information, such as:	
birth certificate	
medical report	
record showing condition of teeth and gums (dental report)	
membership records	
- health record and identifying information	
ople get records about us?"	North Shore Committee on the Older Adult. Lisker, Sonia O., illustrator. Growing Up, Growing Older. Holt, Rinehart and Winston, New York: 1964.
ich as:	
formation	
le information	
ings from tests or observations.	

SKILLS	TEACHING PROCEDURES
Developing Concepts about Registration	Guide pupils in thinking of giving information when joining Vacation Church School; going to a clinic, a doctor, or de club; beginning special classes in music, dancing, art, sw Explain: "Different people ask for information which will and know more about those who will be particip or coming for service. When we give this infor registering. The activity is known as registrat Present the idea of registration as a first step in making a Create an opportunity for pupils to fill out a form by asking to show interest in providing special classroom services, library service, food service, recreation, music, decorat Describe briefly or permit pupils to identify primary respo to each service before distributing blanks.

Sample form:

Name	Age	Date of Birth
Teacher's Name		

Special Interests (Check (✓) one)

housekeeping_____ recreation_____
library _____ music _____
food _____ decorating_____
supplies _____ other _____________

Date___________ Signature_______________

TEACHING PROCEDURES

hinking of giving information when joining church, Sunday School, h School; going to a clinic, a doctor, or dentist; joining a boy's special classes in music, dancing, art, swimming; going to camp. rent people ask for information which will help them identify know more about those who will be participating in activities oming for service. When we give this information, we are stering. The activity is known as registration.
of registration as a first step in making a record.

tunity for pupils to fill out a form by asking them to register t in providing special classroom services, as: housekeeping, , food service, recreation, music, decorating.
or permit pupils to identify primary responsibilities attached before distributing blanks.

	Age	Date of Birth	Place of Birth

Name ________________

terests (Check (✓) one)
eping_____ recreation_____
_____ music _____
_____ decorating_____
_____ other ____________________
_____ Signature ____________________

MATERIALS

See:
Picture-Story Study Print
"Neighborhood Librarians"
Set - Neighborhood Friends And Helpers - SP 127
Society for Visual Education
1345 Diversey Parkway,
Chicago.

Special interest blanks for pupils
Overhead projector
Transparency of special interest blank
Grease pencil

SKILLS	TEACHING PROCEDURES
	Guide pupils by allowing them to record on their blanks while child under teacher guidance, uses the overhead projector t Help pupils understand that registration generally involves gi statistics, such as: name, age, date, and place of birth. Elicit the idea of registration as being a first step in making Tell pupils that adults demonstrate good citizenship when the Guide discussion of the meaning of the words underlined and of the statement. Use an experience such as electing a class secretary to help the need for: studying the qualifications of candidates making a responsible choice. Associate these attributes of a good citizen with voting rights Show the form on which pupils' indicate special class interes Ask: "Which items would probably be found in blanks requi Establish the significance of citizenship and age in determini Help pupils understand that registration shows good intention careful study and consideration makes a good citizen.
Interviewing to Enlarge Understanding of Registration	Select a child to interview a car owner about car registratio findings to the class. Suggest that the child discover: what such registration proves most important facts recorded why car registration is important. Ask members of the class, after the report, to think of some they may own which could be registered, and to indicate the registration.

TEACHING PROCEDURES

y allowing them to record on their blanks while the teacher, or a
eacher guidance, uses the overhead projector to complete the form.
derstand that registration generally involves giving personal
ch as: name, age, date, and place of birth.
of registration as being a first step in making a record.

t adults demonstrate good citizenship when they register to vote.
on of the meaning of the words underlined and the reasonableness
ent.
ence such as electing a class secretary to help the class understand

e qualifications of candidates
esponsible choice.
se attributes of a good citizen with voting rights.
on which pupils' indicate special class interests.
items would probably be found in blanks required prior to voting?"
significance of citizenship and age in determining voting rights.
derstand that registration shows good intention, but that voting after
y and consideration makes a good citizen.

to interview a car owner about car registration and to report
he class.
he child discover:
registration proves
rtant facts recorded
gistration is important.
of the class, after the report, to think of some thing or pet which
n which could be registered, and to indicate the advantage of such
.

MATERIALS

Overhead projector
Transparency of blank used
in previous lesson
or
Pupil copies of special
interest forms

SKILLS	TEACHING PROCEDURES
Identifying Instances Necessitating Recording of Group Activities	Ask pupils to think of records of class activities. Lead children to name different kinds of group records, kept either or by adults, of activities outside of school. (usually minutes of m Ask: "What is the person who writes such records called? (secre What skills should such a person have?" (correct spelling, legible handwriting, ability to record carefu correctly; good listening skills; possibly, skill in shorthand Allow members of the class to select or elect a class secretary to r experiments or class reports on trips or room activities.
Developing an Awareness of the Value of the Computer in Using Recorder Information Efficiently	Use pictures. Show pictures of a student, military man, worker. Ask children to move ahead in time and to pretend that they are the persons pictured. Help pupils understand that schools, the armed service, and an empl also keep records. Allow a brief discussion of how, in each instance, each pictured pers a good record for himself. Guide pupils in realizing the permanency of these records. Show a picture of a computer. Suggest that the army was looking for a man whom it could train to c bridges. Suggest that it was decided that a man with a good personal and scho record and with special skills in areas related to construction woul make a good bridge builder. Ask: "With thousands of men from whom to choose, how do you thin would find the best one to train? Would it be easy or hard for persons to go over the records o service man?"

TEACHING PROCEDURES	MATERIALS
ecords of class activities. different kinds of group records, kept either by children ities outside of school. (usually minutes of meetings) rson who writes such records called? (secretary) ıld such a person have?" g, legible handwriting, ability to record carefully and d listening skills; possibly, skill in shorthand or typing.) class to select or elect a class secretary to record group s reports on trips or room activities.	
dent, military man, worker. ahead in time and to pretend that they are the ages of d that schools, the armed service, and an employer will on of how, in each instance, each pictured person could make mself. ing the permanency of these records.	Pictures: student service man worker computer
mputer. was looking for a man whom it could train to construct cided that a man with a good personal and school or academic cial skills in areas related to construction would probably builder. s of men from whom to choose, how do you think the army best one to train? y or hard for persons to go over the records of each "	

SKILLS	TEACHING PROCEDURES
	Give a simple explanation,as the following: "It would take humans a long time, but if cards with re were put (fed) into a computer, the computer would gi in a very short time, cards identifying men with prope computer would simplify finding the best man, and sa Explain further: "Computers are being used in many ways to help peopl information more effectively: Computers are used in our space program. New types of work are being created because of com Most large schools use computers. Someday you may use a computer in the classroom t studying." Invite interested pupils to investigate and elaborate on an
Reporting	Use a tape. Ask children to prepare brief written sketches about them for taping. Provide a guide such as the following, if pupils need assis I am ______ years old. I was born in ___________. I have _____________ eyes and _____________ hair. or My eyes and hair are __________. I enjoy _____________ at school. When I am at home, I like to ____________________. My friends say I __________________. Who am I? Tape, during several settings, the voices of pupils presen Replay the tape and ask the class to guess who the person Ask the person to stand and identify himself or to verify t

TEACHING PROCEDURES

xplanation,as the following:
e humans a long time, but if cards with records of servicemen
ed) into a computer, the computer would give back (throw out)
hort time, cards identifying men with proper qualifications. A
vould simplify finding the best man, and save time and energy."
:
are being used in many ways to help people use recorded
n more effectively:
s are used in our space program.
s of work are being created because of computers.
e schools use computers.
you may use a computer in the classroom to guide you in your
."
d pupils to investigate and elaborate on any ideas touched on.

prepare brief written sketches about themselves in preparation

e such as the following, if pupils need assistance in organizing ideas:
years old. I was born in __________.
_________ eyes and ______________ hair.
or
hair are _________.
_________ at school.

t home, I like to ______________________.
say I ____________________.

everal settings, the voices of pupils presenting their self-sketches.
e and ask the class to guess who the person is.
to stand and identify himself or to verify the correct answer.

MATERIALS

Tape and tape recorder
Guide for speaking

SKILLS	TEACHING PROCEDURES
	Replay the tape if any questions arise as to accuracy in reporting. Note individual need for help in enunciation or pronunciation in order assistance at a later time. Retape at some subsequent time and permit pupils to listen for impro
Identifying Conversations	Use pupils' puppets and a simple stage. Guides for the construction of puppets, stages, and puppetry innovations are available from the D. C. Public Schools, Department of Art, and public libraries. Invite pupils to recall short personal incidents which required a conve exchange between themselves and a member of their families or a c Give the class insight into the overall purpose of the lesson which is t conversation and learn to write exactly what someone has said durin versation in the form of direct quotations. Permit pupils to give a few examples of short conversations that they another person during that day in order to clarify class thinking. Explain that the children are going to repeat one of their conversation using their puppets as the other person in the conversation. Allow pupils a short period in which to practice the conversation with puppets. Begin to teach the correct capitalization and punctuation required by quotation after the first pupil's presentation. Example: Have pupils identify the first speaker of the conversation. - Harr Ask: "What did Harry Say?" (John?) Record pupils' replies. Harry said, "Hello John, you dropped your hat." John said, "Thank You."

TEACHING PROCEDURES	MATERIALS
questions arise as to accuracy in reporting. r help in enunciation or pronunciation in order to provide time. uent time and permit pupils to listen for improvement.	
simple stage.	Puppets, pupil-made Puppet stage
e construction of puppets, stages, and puppetry are available from the D. C. Public Schools, of Art, and public libraries.	Chart paper Felt pen Writing materials for pupils
short personal incidents which required a conversational emselves and a member of their families or a classmate. into the overall purpose of the lesson which is to speak rn to write exactly what someone has said during a con- n of direct quotations. a few examples of short conversations that they had with ng that day in order to clarify class thinking. ren are going to repeat one of their conversations while as the other person in the conversation. period in which to practice the conversation with their	Tape recorder Tapes
rrect capitalization and punctuation required by a direct irst pupil's presentation.	
fy the first speaker of the conversation. - Harry arry Say?" (John?) plies. John, you dropped your hat." You."	Play tapes to help pupils: develop greater acuity in being away of pauses and dropping of voice.

SKILLS	TEACHING PROCEDURES
Punctuating and Capitalizing a Direct Quotation	Demonstrate the correct capitalization and punctuation as you manner: Harry said hello John you dropped your hat. Have pupils read the phrase which tells who is speaking. Ask the class to notice the natural pause and intonation used Allow pupils to suggest the punctuation mark which signifies make a short pause when they are reading.
Using a Comma After Words	Insert the comma after said, and explain that a comma is pla that tells who is speaking.
Identifying the Speaker	Instruct pupils in the procedure of capitalizing the first word person who is speaking.
Capitalizing the First Word of a Direct Quotation	Have pupils identify and capitalize that word (hello). Have the quotation reread to allow pupils to locate another pl natural pause. Let a pupil place a comma after John and supply the required denote the end of the sentence.
Defining a Direct Quotation	Tell pupils that the repetition of someone's exact words is ca Have pupils read to discover the exact words said by Harry. Invite many pupils to bracket Harry's exact words or quotatio their two hands.
Using Direct Quotation Marks	Show pupils, if no one already knows, the way to make and pla quotation marks around the direct quotation.
Recording, Capitalizing, and Punctuating Direct Quotations	Invite each pupil to present his conversation and permit anoth record, capitalize, and punctuate the conversation. Play a tape and permit the whole class to write, if ca structuring is needed to prevent frustration.

TEACHING PROCEDURES	MATERIALS
orrect capitalization and punctuation as you record in this lo John you dropped your hat. he phrase which tells who is speaking. otice the natural pause and intonation used after said. ggest the punctuation mark which signifies that they should use when they are reading. after said, and explain that a comma is placed after the part speaking. the procedure of capitalizing the first word said by the peaking. ify and capitalize that word (hello). n reread to allow pupils to locate another place for a a comma after John and supply the required period to f the sentence. he repetition of someone's exact words is called a quotation. to discover the exact words said by Harry. s to bracket Harry's exact words or quotation between . o one already knows, the way to make and place correctly s around the direct quotation. to present his conversation and permit another pupil to ize, and punctuate the conversation. ape and permit the whole class to write, if careful uring is needed to prevent frustration.	

SKILLS	TEACHING PROCEDURES
	Summarize the lesson with the class by allowing pupils to definc explain direct quotations and the capitalization and punctuation Ask all pupils to record their conversations on lined paper and a tional short conversations had by their parents and themselves
Proofreading Written Work	(Elicit through questions the reminders necessary for proofreadi conversations.) Advise pupils to compare their capitalizations and punctuations example found on a chart provided by the teacher.
Extending Learnings Involving Written Quotations	Arrange pupils in groups of three and four to create, write, and involving all of their puppets. Use this technique as an avenue to the objective study by the clas social problems created by the diverse personalities found wit
Using Singular Possessive Nouns Correctly	Incorporate the study of correct written forms of possessive nou use of puppets. Pupils may listen in order to write accurately the conversations pupils' puppets. Example: John's puppet said, "My mother went shopping." Mary's puppet asked, "What did you do while she was shoppin Guide pupils who are able into the transition from writing conve writing short original skits. Use the overhead projector and transparency. Review the business letter form used in Level II. Introduce the inside address to the class.

TEACHING PROCEDURES	MATERIALS
n with the class by allowing pupils to define, identify, and itions and the capitalization and punctuation they require. ord their conversations on lined paper and add four addi- sations had by their parents and themselves. ions the reminders necessary for proofreading written	
pare their capitalizations and punctuations with the chart provided by the teacher.	
oups of three and four to create, write, and share conversations r puppets. s an avenue to the objective study by the class of sensitive eated by the diverse personalities found within a classroom.	
y of correct written forms of possessive nouns with the	
order to write accurately the conversations of other	
d, "My mother went shopping." ked, "What did you do while she was shopping?" e able into the transition from writing conversations to inal skits.	
ector and transparency.	Overhead projector Transparency of a business letter with the inside address omitted
s letter form used in Level II. address to the class.	

SKILLS	TEACHING PROCEDURES
Introducing the Inside Address	Explain that the inside address is the address of the on sent and is a part of a business letter. Draw marginal lines on the chalkboard to represent a Place a large rectangle in the upper right-hand corner correct placement of the address of the writer. Place another rectangle two spaces below the first rec left-hand margin. Direct pupils' attention to the upper box and tell them writers of the letter will write their own school addr Point to the lower box and designate it as the correct p address, which is the address of the person to whom Place a transparency of a business letter with the insi stage of the overhead projector. Demonstrate on the projected transparency the proced the inside address, using an address of a person or a pupils' immediate needs and areas of study. Explain that the inside address will be the exact same place on the envelope for the mailing address.
Identifying the Components of the Inside Address	Have pupils identify and read the following: the name of the person to whom the letter is written the address title, if any the name of the agency with which the addressee is the number and street the city and state-zone number. Record this information on chart paper. Teach pupils the correct capitalizations required. Discuss correct usage of punctuation as it is placed on Invite pupils to write information required for the insid provided on the chalkboard.

TEACHING PROCEDURES	MATERIALS
he inside address is the address of the one to whom the letter is	China marker
part of a business letter.	
l lines on the chalkboard to represent a sheet of paper.	See Level II, pp. 308-309,
rectangle in the upper right-hand corner to demonstrate the	Business Letter Form.
ement of the address of the writer.	
rectangle two spaces below the first rectangle and drawn at the	
rgin.	
attention to the upper box and tell them it is the place where they as the	
he letter will write their own school address.	
ower box and designate it as the correct place for the inside	
ich is the address of the person to whom the letter is being written.	
parency of a business letter with the inside address omitted on the	
overhead projector.	
on the projected transparency the procedure and form for writing	
ddress, using an address of a person or agency closely related to	
ediate needs and areas of study.	
he inside address will be the exact same information they will	
envelope for the mailing address.	
dentify and read the following:	
f the person to whom the letter is written (the addressee)	
s title, if any	
f the agency with which the addressee is associated	Chart paper
r and street	Felt Pen
d state-zone number.	
nformation on chart paper.	
the correct capitalizations required.	
ect usage of punctuation as it is placed on the transparency.	
to write information required for the inside address in the place	
the chalkboard.	

SKILLS	TEACHING PROCEDURES
Reviewing Capitalizations and Punctuation of the Inside Address	Fasten pupils' learnings concerning punctuation and capitaliz lessons through the use of a chart form of a business letter fastened to it in places which require capital letters and va marks. Plan group and individual use of the chart for purposes of cla reinforcement of this study. Invite pupils to move a finger under the first and second line so that they will become more conscious of the placement o Provide pencils and paper, and suggest that pupils write thei one on the transparency as a guide. Circulate to be sure pupils remember to indent, use proper c punctuation. Encourage pupils to raise their hands for help if they still ar to begin sentences. Provide a checklist against which pupils may check their acc directions. Distribute art materials and paste. Direct children to fold the manila paper, and to paste their st of the page and to draw a picture of themselves on the other Keep work so that pupils may add other pages with stories ar a booklet called All About Me. Add other paragraphs about family, home, and friends. Guide writing activities until pupils are able to write a short themselves without a pattern.
Making Booklets with Sentences Related to Everyday Experiences	Initiate with pantomime. Invite the class to join in pantomiming general health activiti You're washing your face. Be sure to wash your ears and neck, too.

EACHING PROCEDURES

concerning punctuation and capitalizations in subsequent
of a chart form of a business letter with pieces of felt
which require capital letters and various punctuation

use of the chart for purposes of clarification and
udy.
nger under the first and second lines of the paragraph
e more conscious of the placement of each line.
r, and suggest that pupils write their stories using the
as a guide.
ls remember to indent, use proper capitalization, and

e their hands for help if they still are not sure where

nst which pupils may check their accuracy in following

and paste.
e manila paper, and to paste their stories on one side
a picture of themselves on the other side.
may add other pages with stories and pictures to make up
out Me.
out family, home, and friends.
until pupils are able to write a short paragraph about
attern.

n pantomiming general health activities, as:

face.
ears and neck, too.

MATERIALS

Chart of an elliptical business letter, pieces of felt glued to points requiring capitalizations and punctuation.

Felt letters and punctuation marks
Suggestions for checklist:

	Yes	No
Did I use the paragraph form?	___	___
Did I use capital letters		
for names?	___	___
for school?	___	___
Do I have capital letters to show the beginnings of five sentences?	___	___
Is there a period at the end of each of my five sentences?	___	___

Hectographed sentence of pantomimed activities grouped for easy illustration
Scissors
Paste
Manila art paper

SKILLS	TEACHING PROCEDURES
	Wash your hands. Wipe them. Wash out the cloth. Wring it out and hang it up. Comb your hair. Brush it, too. Put the comb and brush in place. Shine your shoes. Put the brush or cloth away. Eat your breakfast. Drink some milk. Wash your teeth. Put on your coat. Button it up. Put on boots. Zip them up. Distribute hectographed sentences. Invite pupils to draw a picture to accompany each group of sent Have children make booklets to which they can refer if they wis any of the words.
Making Classified Picture Dictionaries	Invite pupils to pantomime eating various foods, as: an ice cream cone corn on the cob soup meat

TEACHING PROCEDURES	MATERIALS
	Crayons
.	
ang it up.	
brush in place.	
loth away.	
t.	
hed sentences. a picture to accompany each group of sentences. booklets to which they can refer if they wish to spell	
	Manila art paper Crayons Labeled pictures of foods which fit under these categories: vegetables fruits dairy products poultry
omime eating various foods, as: le	

SKILLS	TEACHING PROCEDURES
	Invite them to show how they look when: buttering bread drinking through a glass, through a straw chewing. Show pictures of vegetables, fruits, dairy products, poultry, m and sweets. Help pupils classify the foods. Let pupils make classified picture dictionaries. Present three or four pages from the dictionary. Ask pupils to choose from each section one item which they mi breakfast. Provide a pattern for speaking. Example: I would like to have orange juice, eggs, and bacon f Ask: "How many ands did I use?" Have pupils repeat the sentence with the teacher. Invite individuals to select items which they would especially l their breakfast. Remind children to use just one and. Write the sentence used as an example on the chalkboard. Call attention to commas by inserting them with colored chalk. Read the sentence and explain that the pause in the voice is ind comma in the sentence. Distribute sentences in which there are series of words. Have cards with the statements recorded for use with the Lang Ask pupils to listen for voice pauses and to place commas at th their written sentences. Provide sufficient guidance as long as necessary. *Allow individuals to use the Language Master tapes to listen fo practice reading the sentences effectively.

TEACHING PROCEDURES	MATERIALS
ow how they look when: d gh a glass, through a straw vegetables, fruits, dairy products, poultry, meat, fish, grains, sify the foods. classified picture dictionaries. four pages from the dictionary. ose from each section one item which they might like for n for speaking. ld like to have orange juice, eggs, and bacon for breakfast. y ands did I use?" at the sentence with the teacher. s to select items which they would especially like included in . to use just one and. ce used as an example on the chalkboard. commas by inserting them with colored chalk. ce and explain that the pause in the voice is indicated by the sentence. nces in which there are series of words. the statements recorded for use with the Language Master. sten for voice pauses and to place commas at these points in sentences. nt guidance as long as necessary. s to use the Language Master tapes to listen for pauses and to ng the sentences effectively.	meat fish grains sweets

SKILLS	TEACHING PROCEDURES
	Opportunities for practice can be provided by having pup sentences identifying members of the family, activities c places visited.
Writing Cinquains	Use a picture.

Have children view a picture of an object, happening or scene.

Encourage thinking about word-pictures which are brought to min words and phrases on the board.

Introduce pupils to the writing of Cinquains which may be describ of free verse, poetry which need not rhyme.

Place a chart noting the following standards for writing Cinquain children and go over it with them:

Line	Number of words	What?
1	one	The titl
2	two	Develop
3	three	Express the titl
4	four	Express the titl
5	five	Refers t

TEACHING PROCEDURES

es for practice can be provided by having pupils write dentifying members of the family, activities enjoyed, or ed.

picture of an object, happening or scene.
bout word-pictures which are brought to mind listing the on the board.
he writing of Cinquains which may be described as a form ry which need not rhyme.
the following standards for writing Cinquains before the er it with them:

Number of words	What?
one	The title
two	Develops the title
three	Expresses action about the title
four	Expresses a feeling about the title
five	Refers to the title

MATERIALS

Colorful magazine pictures that show:

water, boating, flying, driving or other activities, objects or events

From the American Guidance Services, Inc., Peabody Kits 1 and 2.

picture cards
puppets

Urban Education Series. New York: John Day Company, 1965.

SKILLS

TEACHING PROCEDUR

Have pupils look at Cinquains written by third grade
on transparencies or copied on the board for whol
Ask children to listen and look as you read the Cinq

1. Trees.
Round, green.
Looking very tall.
Make me happy.
Joy.

2. Ducks.
Wet, cold.
They are funny.
Happy in the water.
Life.

3. Bread
White, hair
Being shave
The beard f
Old.

4. Glasses.
Hang down.
Helping me
He feels re
Old.

Discuss and evaluate the ways in which these Cinqua
as noted on the Cinquain Charts.

Use pictures.
Develop a number of Cinquains with the children usi
and phrase list and the Cinquain Chart as guides.
Encourage individual pupils to explore the writing o
you continue to work with those members who are
of the group.

Writing Haiku

Take a short neighborhood walk.
Encourage pupils to listen and look for sounds and a
feelings of pleasure—love, happiness, security.
Chart some of the words or phrases which children

TEACHING PROCEDURES

MATERIALS

at Cinquains written by third graders which you have recorded
ies or copied on the board for whole class viewing.
isten and look as you read the Cinquains orally.

en.
ry tall.
appy.

unny.
he water.

3. Bread
White, hairy.
Being shaved off.
The beard feels soft.
Old.

4. Glasses.
Hang down.
Helping me see.
He feels real cozy.
Old.

luate the ways in which these Cinquains follow the standards
Cinquain Charts.

er of Cinquains with the children using the class-produced word
t and the Cinquain Chart as guides.
idual pupils to explore the writing of Cinquains independently as
work with those members who are unready to leave the security

borhood walk.
ls to listen and look for sounds and activities which produce
asure—love, happiness, security.
he words or phrases which children express on the board.

SKILLS	TEACHING PROCEDURES

Introduce pupils to Haiku, a literary form which originatec

Indicate that Haiku is a form of free verse which is used t emotions--love, joy, happiness, security.

Present a chart noting the following standard for writing H review it with them:

Line	Number of Syllables
1	Five
2	Seven
3	Five

Inform pupils that the lines need not be complete sentences contain seventeen (17) syllables.

Have pupils look at the examples of Haiku written by childr as you share the transparences on which they are recorde

Read them with children.

Have pupils count the syllables or clap the syllables to ver contain seventeen syllables.

1. When I go to bed
   I think of all the things I
   Said that I would do.

2. My Mother thinks
   Am still a little ba
   But I am really bi

2. When I go walking
   I like to look at people
   And give them a name.

Discuss the way in which this free verse follows the standa Haiku Chart.

TEACHING PROCEDURES

MATERIALS

o Haiku, a literary form which originated in Japan.
u is a form of free verse which is used to express pleasurable
, joy, happiness, security.
oting the following standard for writing Haiku to the children and
hem:

Number of Syllables

Five
Seven
Five

t the lines need not be complete sentences, but together, must
en (17) syllables.
at the examples of Haiku written by children in primary grades
e transparences on which they are recorded.
dren.
t the syllables or clap the syllables to verify the fact they
en syllables.

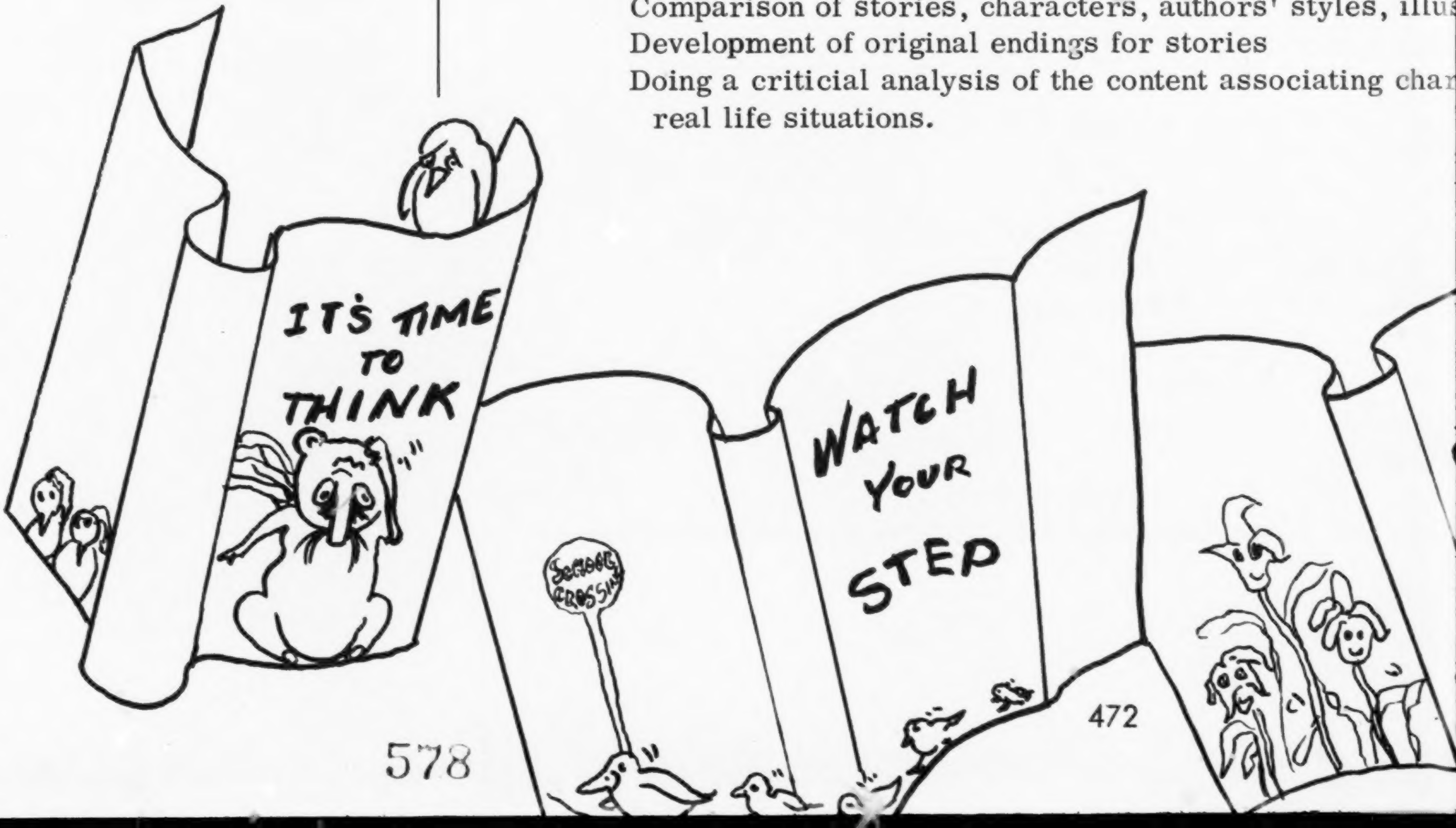
to bed
ll the things I
would do.

2. My Mother thinks I
Am still a little baby.
But I am really big.

walking
ok at people
hem a name.

in which this free verse follows the standard as outlined on the

SKILLS	TEACHING PROCEDURES
	Develop several group Haiku poems with children using the wo which they suggested following the neighborhood walk which Use pictures and ideas to stimulate Haiku writing. Move towards pupil–independence by following the procedure w under Cinquains. Use Haiku writing to motivate a review of syllabication.
Writing Book Reports	Use books and book jackets. Use the guideline for writing book reports found on pp. 289-29 under Writing Skills. Refine the skill for pupils in Level III by producing written re Comparison of stories, characters, authors' styles, illu Development of original endings for stories Doing a criticial analysis of the content associating cha real life situations.



TEACHING PROCEDURES	MATERIALS

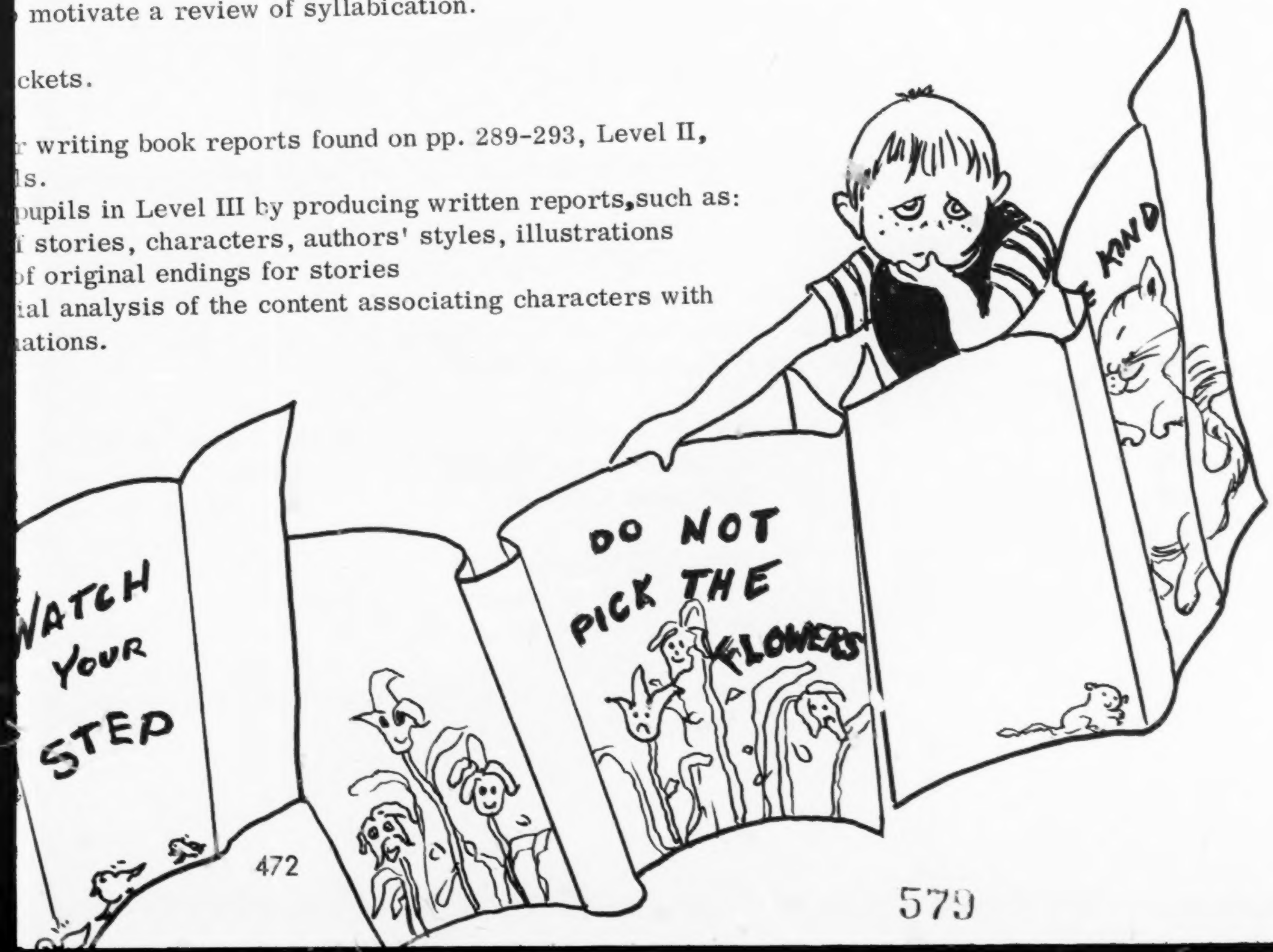
ıp Haiku poems with children using the words and phrases
ed following the neighborhood walk which you recorded.

as to stimulate Haiku writing.
-independence by following the procedure which is outlined

motivate a review of syllabication.

ckets.

r writing book reports found on pp. 289-293, Level II,
ls.
pupils in Level III by producing written reports, such as:
f stories, characters, authors' styles, illustrations
of original endings for stories
ial analysis of the content associating characters with
ıations.


WATCH YOUR STEP
DO NOT PICK THE FLOWERS
KIND

SKILLS	TEACHING PROCEDURES

Guiding Questions for Pupils' Self-Evaluation of Written Reports, Paragraphs, and Stories

1. Is my topic interesting to others as well as to myself?
2. Does my title make others want to read the contents?
3. Did I use my imagination in the title and contents?
4. Did I stay on my topic?
5. Are my descriptions vivid?
6. Do my sentences begin in interesting, different ways?
7. Did I over-use any words?
8. Did I write unnecessary words?
9. Have I spelled, punctuated, and capitalized correctly?
10. Did I know enough about my topic before writing about it?
11. Is this the very best I can do?
12. Is the ending funny, surprising, or exciting? (in the case of a story)

Place questions such as these on chart paper and post for reference
Number questions for ease of referral.
Allow pupils to formulate their own evaluations in terms of their cla
with guidance from the teacher.

TEACHING PROCEDURES	MATERIALS
uestions for Pupils' Self-Evaluation of Reports, Paragraphs, and Stories resting to others as well as to myself? ake others want to read the contents? agination in the title and contents? y topic? tions vivid? s begin in interesting, different ways? ny words? ecessary words? punctuated, and capitalized correctly? gh about my topic before writing about it? best I can do? nny, surprising, or exciting? (in the case of a ch as these on chart paper and post for reference purposes. for ease of referral. mulate their own evaluations in terms of their class goals m the teacher.	

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